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ABSTRACT

The results of this ninth edition of the "Report Card" echo those of past editions. Despite substantial increases in resources being spent on elementary and secondary education over the past two decades (per pupil expenditures have increased by 22.6% after adjustment for inflation), student performance has improved only slightly. At the time of the report, 74% of U.S. eighth graders were performing below proficiency in mathematics. The "Report Card": displays in various ways more than 100 measures of educational resources and achievement, strengthening the growing consensus that simply increasing spending on education is not enough to improve student performance. These measures and the analyses based on them confirm that there is no evident correlation between pupil-to-teacher ratios, spending per pupil, and teacher salaries and educational achievement as measured by various standardized test scores. It appears that improvement is only realized when accountability, choice, and competition are injected into the current educational system. Increasing parental choice and forcing schools to compete in an open educational market can bring about improvements in U.S. schools. Following reports for each state, the indicators in this report are grouped into these chapters: (1) "Measures of Educational Inputs"; (2) "Measures of Education Outputs"; (3) "Measures of Correlations between Inputs and Outputs"; and (4) "Basic Educational Demographics and Charter School Info." Appendixes contain a description of methodology and technical notes, a bibliography, and endnotes. (Contains 92 tables, 25 figures, and 15 references.) (SLD)

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A State-by-State Analysis • 1976-2001

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Report Card on American Education

A State-by-State Analysis • 1976-2001

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Report Card on American Education: A State-by-State Analysis, 1976-2001
by Andrew T. LeFevre and Rea S. Hederman, Jr.

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FOREWORD

As summer wanes and we send our children back to school, one thing has become abundantly clear to me – our country is at an educational crossroads. Every year at this time, millions of American families look forward with the hope that comes from sending their child to kindergarten for the first time, or to the expectations that arise out of a son or daughter's upcoming high school graduation. Unfortunately, there are also millions of families for whom the upcoming school year means another year of their child falling further behind, or a future that is short-changed. This dichotomy in our nation's educational system must be addressed or it will be one of the greatest crises facing our country's future generations.

This, the ninth edition of the American Legislative Exchange Council's annual *Report Card on American Education*, arrives as we stand at the crossroads. We face some difficult decisions about our nation's educational system – decisions that cannot be put off any longer.

Over the past twenty years we, as a nation, have made a huge financial investment in our children's education. In fact, per pupil expenditures have increased by 22.6 percent in constant dollars – from $5,405 in 1979/80 to $6,627 in 1999/00. These spending increases have focused on educational inputs like raising teacher salaries, reducing classroom size, recruiting new teachers, and increasing per pupil expenditures as the most direct means to improving student performance.

But one must ask what has been the result of pouring this enormous amount of money into our existing educational system. The sad answer, simply put, is relatively stagnant standardized test scores and graduates that rank near the bottom when compared to the rest of the industrialized world. In fact, results from the most recent National Assessment of Educational Progress (NAEP) tests administered in 2000 showed that 74 percent of public school eighth graders taking the NAEP mathematics exam performed below the "proficiency" level and 35 percent performed below the "basic" level.

As a nation, we must now choose the shape and scope of our children's educational future. Will we take the entrenched path and continue down the same road that perpetuates such a dichotomy, or will we look for a new way that will lead to educational achievement and excellence for all children?

As an organization, ALEC firmly believes that a first-rate public school system is vital to our nation's future, and we are dedicated to making that a reality. However, we must look beyond the established thinking about public education and begin focusing on what works. As is shown in ALEC's *Report Card on American Education* series, there is no evident correlation between increasing conventional measures of educational inputs and improving student achievement, such as average scores on standardized test. We cannot simply spend our way to better grades, but must make sure that we are making the right kinds of investments in our schools to promote high student achievement. We must find and focus on new, best practices that will increase accountability, discipline and standards for not only students, but for teachers as well.

As we stand at the crossroads, we are faced with some exciting prospects for the future. The U.S. Supreme Court's decision in the *Zelman v. Simmons-Harris* case – upholding Cleveland's school voucher program – has lifted the Constitutional cloud that has been hanging over vouchers and school choice programs and will ignite a firestorm of school choice reform in the coming years. Charter schools are growing in number and size every year. Strong leadership from President Bush down to governors and reform minded state legislators and local school boards are placing new emphasis on accountability and performance, while allowing more decisions to be made at the local level.

States have long been called "laboratories of democracy." While the federal government can play an important role in shaping America's educational system, it is essential that states and local communities take the lead in fixing our public schools. Voucher programs like the one currently in effect in Cleveland represent the best of that ideal, placing the decision for a child's education at the most local level possible – with a parent.

This year's *Report Card on American Education* will serve as a valuable tool for state legislators as we debate the future of education in our states. Only by knowing where we are and where we've been can we clearly mark a path to where we want to be. Now is the time to choose a new road for our children. A road that empowers parents to choose the school, whether public or private, that best meets the needs of their children. A road that leads to excellence not only in students, but also in our teachers. A road that will ultimately place all children's feet on the path to success.

Jim Dunlap
Oklahoma State Senator
ALEC 2002 National Chairman

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Andrew T. LeFevre serves as Director of ALEC's Education Task Force. The Task Force serves as a catalyst in advocating accountability in public schools and advancing education reform policies. LeFevre interacts daily with legislators from all across the country, holding educational briefings and seminars, and providing regular expert testimony before state legislatures on key education issues. He has written numerous articles, white papers, and op-eds and has appeared regularly on radio and television. Partial print credits include The New York Times, The Newsday, The Raleigh News & Observer, The Sacramento Bee, The Houston Chronicle, and The Washington Times. Partial radio credits include CNN Radio, All Things Considered on National Public Radio, G. Gordon Liddy Show, and Steve Malzber Show on WABC. He has also appeared on CNN, Point/Counter-Point and Washington Journal on C-SPAN, The O'Reilly Report on Fox News, and Today's Topic on MSNBC. Before joining ALEC, LeFevre was Director of State and Local Affairs for the Law Enforcement Alliance of America. He holds a Bachelor of Arts Degree from Temple University. LeFevre lives in Prince William County, Virginia. He is married and has two children.

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Mr. Hederman's work has been used by numerous organizations including the Republican National Committee, the House Leadership Conference, and the National Republican Congressional Committee and has been quoted on the floor of both chambers of Congress. Hederman ,has professionally reviewed other's work including that of other policy organizations and that of economists at MIT and Harvard University.

Mr. Hederman graduated from the University of Virginia in 1993 with a Bachelor of Arts degree in History and Foreign Affairs.

Executive Summary and Highlights

Earlier this year, a report released by the U.S. Census Bureau highlighted the dramatic difference education can make over the course of a person's life. The report showed that over a 40-year period, the average person without a high school diploma could expect to earn approximately $1 million, compared to someone with a high school diploma who could expect to earn a little over $1.2 million. Persons with at least a bachelors degree were estimated to earn nearly $2.1 million over the same period.[1] As this report clearly shows, great value can be placed on a person's education – the better the education the more a person will earn throughout the course of their life. This only goes to reinforce what all parents clearly recognize—that their child's education is critical to their future success.

With the U.S. Supreme Court's decision in the *Zelman v. Simmons-Harris* case upholding the Cleveland school voucher program, one thing is certain – our nation's educational landscape is sure to see significant changes in the coming years. Parents who have grown discontented with our country's schools will continue to take the lead in efforts to reform our public school system. The removal of the constitutional cloud that hovered over voucher programs will spark renewed interest in school reform measures – vouchers, tax credits, and charter schools, will all see greater focus from policy makers in the near future.

Juxtaposed with this increasingly fertile atmosphere for school choice is the current fiscal crisis that most states are now facing. During the profligate 1990s, billions of dollars were poured into new educational spending by the states and federal government in an attempt to buy our way to student achievement. With large budget surpluses, policy makers were all too willing to fall prey to the siren call of "more equals better" that the educational establishment has made its mantra. New or old program, tried or untested, if it had to do with education, there was money to try it out.

Now that the budget surpluses of the 1990s have dried up, it is time for reform-minded state legislators to step to the forefront and demand greater accountability for the educational dollars being spent by their states. By ensuring that future money is spent on programs and policies that can make a difference in a student's educational achievement, state legislators can ensure that students leave school on the path to success.

The results of the ninth edition of the *Report Card on American Education* once again closely mirror those of past editions. Despite substantial increases in resources being spent on primary and secondary education over the past two decades – per pupil expenditures have increased by 22.6 percent (after adjusting for inflation), student performance has improved only slightly – 74 percent of American eighth graders are still performing below proficiency in math according to the 2000 National Assessment of Education Progress (NAEP) test.

The *Report Card*, with its more than 90 tables and 25 figures that display in various ways more than 100 measures of educational resources and achievement, strengthens the growing consensus that simply increasing spending on education is not enough to improve student performance. These measures and the analysis based on them confirms that there is no evident correlation between pupil-to-teacher ratios, spending per pupil, and teacher salaries on the one hand, and educational achievement as measured by various standardized test scores, on the other hand. In other words, lawmakers working to improve America's beleaguered education system must look beyond these conventional measures of investments in schools to find the keys to educational excellence.

The tremendous growth and popularity of charter schools (37 states and the District of Columbia have enacted charter school laws governing over 2,366 operating charter schools), educational tax credit programs, private scholarship funds, and vouchers indicate that improving student achievement is not based on dollars spent, schools constructed, or even teachers hired. Instead, improvements are realized when accountability, choice and competition are injected into our current educational system. Instituting strong accountability measures that hold both students and teachers responsible for learning will help schools to focus resources where they are most needed. Increasing parental involvement in the process by giving them a greater say in determining which educational choice best meets the needs of their child guarantees that a child's educational future is determined on the most local level possible – their parent. And finally, by forcing the veritable monopoly that is our public school system to compete in an open educational market, we can harness the immense power of the free market system to bring about improvements in our nation's schools. Faced with losing students to better educational options, public schools will have to improve.

Highlights of the *Report Card on American Education* include:

- ✓ Wisconsin, followed by Washington, Minnesota, and Iowa, had the top performing public elementary and secondary schools in the nation, as measured by several standardized tests. Iowa, Minnesota, and Wisconsin were ranked first, second and third respectively in last year's *Report Card*. Washington, which ranked eighth last year, jumped six spots to number two. Mississippi, the District of Columbia, and Louisiana once again ranked at the bottom of the scale (See Table ES.1).
- ✓ Seventy four percent of public school eighth graders taking the NAEP mathematics exam in 2000 performed below the "proficiency" level. Thirty five percent of eighth graders taking exam performed below the "basic" level.
- ✓ Over the past 20 years, expenditures per pupil in constant dollar terms have increased nationwide by 22.6 percent. West Virginia (+109.4 percent), followed closely by Kentucky (+92.0 percent) led the nation in increased spending since 1979. The state with the next largest increase was Connecticut (+64.9 percent).
- ✓ There is no immediately evident correlation between conventional measures of education inputs, such as expenditures per pupil and teacher salaries, and educational outputs, such as average scores on standardized tests. In fact, of all the educational inputs measured in this study, only higher pupil-to-teacher ratios, fewer students per school, and a lower percentage of a state's total budget received from the federal government have a positive impact on educational achievement. These results, however, are weak at best, and do not hold when measured as changes over the past two decades.
- ✓ Of the ten states that increased per pupil expenditures the most over the past two decades West Virginia (+109.4 percent), Kentucky (+92.0 percent), Connecticut (+64.9 percent), South Carolina (+63.0 percent), Maine (+60.0 percent), Hawaii (+56.7 percent), Tennessee (+55.4 percent), Vermont (+53.9 percent), Indiana (+51.9 percent), and Georgia (+51.6 percent) none ranked in the top ten in academic achievement.
- ✓ Of the ten states that experienced the greatest decreases in pupil-to-teacher ratios over the past two decades Maine (-36.3 percent), Alabama (-34.2 percent), Virginia and Hawaii (-28.5 percent), South Carolina (-28.1 percent), West Virginia (-27.6 percent), Wyoming (-26.4 percent), New York (-25.1 percent), Georgia (-23.9 percent), and North Carolina (-23.3 percent) none ranked in the top ten in academic achievement.

Other key, state-by-state findings of the report include:

- ✓ Thirty-seven states and the District of Columbia have passed charter school laws since 1991. There were 2,366 charter schools operating in these states and the District of Columbia as of October 2001, educating 579,877 students.
- ✓ According to the Center for Education Reform, Arizona has the strongest charter school law in the nation. Delaware, Minnesota, the District of Columbia, Michigan, Indiana, and Massachusetts also have good charter laws. Mississippi, Kansas and Virginia have the weakest laws.
- ✓ Oregon (+1.4 percent), Alaska (+1.2 percent), and California (+0.4 percent) were the only states to experience a growth in the pupil-per-teacher ratio over the past two decades. Nationally, the average pupil-per-teacher ratio has decreased by 13.1 percent, from 19.1 students per teacher during the 1979-80 school year to 16.6 students per teacher during the 1999-00 school year.
- ✓ In 2001, 38 percent of high school graduates took the ACT Assessment test, with a national average score of 21. The ACT is the primary test taken in 26 states. Only three states had average ACT Assessment scores of 22 or greater: Wisconsin (22.2), Minnesota (22.1), and Iowa (22.0).
- ✓ In 2001, 44 percent of high school graduates took the Scholastic Aptitude Test (SAT), with a national average of 1020. Of the 25 states (including the District of Columbia) in which the SAT is the primary test taken, six

had an average score above the national average of 1020 in 2001: Washington (1054), Oregon (1052), Arizona (1048), New Hampshire (1036), Massachusetts (1026), and Alaska (1024). Illinois experienced the greatest improvement in average SAT performance over the past two decades increasing the average score 8.6 percent from 1072 in 1981 to 1165 in 2001.

- ✓ The largest 236 school districts during the 1998-99 school year (those with total enrollment of 25,000 students or more) represent a mere 1.6 percent of school districts nationwide, but contain 31.9 percent of all students in the United States. At the other end of the spectrum, the smallest school districts (those with total enrollment of fewer than 300 students) represent 21.8 percent of all districts in the United States and contain less than one percent of total students.

TABLE ES.1
RANKING OF STATES BASED ON ACADEMIC ACHIEVEMENT

State	Rank
Wisconsin	1
Washington	2
Minnesota	3
Iowa	4
Montana	5
Kansas	6
New Hampshire	7
Massachusetts	8
Oregon	9
Nebraska	10
Alaska	11
Vermont	12
Connecticut	13
Maine	14
Wyoming	15
North Dakota	16
Ohio	16
Colorado	18
South Dakota	18
Indiana	20
Illinois	21
Maryland	22
Arizona	23
Missouri	24
New Jersey	25
Utah	26
Virginia	27
Idaho	28
Michigan	29
New York	30
Nevada	31
North Carolina	32
Delaware	33
Rhode Island	34
California	35
Oklahoma	36
Texas	37
Hawaii	38
West Virginia	39
Kentucky	40
Pennsylvania	41
Florida	42
Alabama	43
Arkansas	44
Georgia	45
South Carolina	46
Tennessee	47
New Mexico	48
Louisiana	49
District of Columbia	50
Mississippi	50

INTRODUCTION

This is the ninth *Report Card on American Education: A State-by-State Analysis* published by the American Legislative Exchange Council (ALEC). Since ALEC first published the original report in 1993 it has changed and grown, and for the past four years has been published in an expanded format in order to collect and provide, within a single volume, the most basic and customary measures of educational resources and achievement on a state-by-state basis. This year's edition has once again seen some significant changes designed to present the collected data in a format that is more user-friendly. Included in the report is a new "state snapshot" section that provides the most relevant indicators of educational "inputs," "outputs," and demographic information about the public education systems for each state.

The *Report Card* is neither a policy manual nor an ideological document. However, ALEC believes that the information presented in this report serves a vital function in our efforts to reform our nation's public school system. Only through a thorough examination of the "inputs" and "outputs" into the public educational system can policy makers at the local, state, and federal levels understand what public education resources produce the best public education results. It is necessary that a clear understanding of what has or has not worked in the past be gained, in order to chart a course to success in the future.

The *Report Card on American Education* is divided into five sections:

STATE SNAPSHOTS
CHAPTER ONE ..... Measures of educational inputs
CHAPTER TWO ..... Measures of educational outputs
CHAPTER THREE ..... Measures of correlation between educational inputs and outputs
CHAPTER FOUR ..... General educational demographics and charter school information

The first section, "State Snapshots" presents the most important measures of educational inputs, outputs, and demographic information from the following chapters for each of the fifty states and the District of Columbia. Individual state information is provided so that policy makers can gain a clear picture of each state's public school system for the most recent year studied.

Chapters One through Four present and analyze the latest available data for public elementary and secondary schools in each of the fifty states and the District of Columbia. In addition, historical data is presented, when available and appropriate, for three benchmark school years: 1979-80, 1989-90, and 1999-00. Such a dual presentation should be valuable for policymakers as they examine both what works over time, from state-to-state, and what has worked within a single state. Most of the data in this year's *Report Card* is derived from the National Center for Education Statistics' *Digest of Education Statistics* or from the National Education Association's *Estimates of School Statistics*.

Chapter One presents basic data on educational "inputs" or the resources that states dedicate to public elementary and secondary education. Among the factors reported are financial variables, such as expenditures per pupil, average teacher and instructional staff salaries, and sources of educational funding. Also recorded are several staffing variables, such as total number of instructional staff, total number of education personnel, pupil-to-teacher ratios, and pupil-to-staff ratios. Chapter One also includes a breakdown of the funds received by the states from several key federal education programs including Goals 2000, Safe and Drug Free Community grants, and the Elementary and Secondary Education Act (ESEA). In addition, Chapter One more closely examines the variations in average teacher salaries as compared to the average salaries of workers with at least a bachelor degree.

Chapter Two presents basic data on the effectiveness of public education in each state – what are referred to as educational "outputs." This chapter presents various measures that may be used as general guidelines to educational success in the American public school system, such as: Scholastic Aptitude Test (SAT) results, American Academic Testing (ACT) results, and National Assessment of Educational Progress (NAEP) test results.

Chapter Three presents several methods of correlating the educational "inputs" of Chapter One and the educational "outputs" of Chapter Two. This chapter is where we more closely examine the impact that factors such as class size, teacher salaries and per-pupil spending have on standardized test scores; and attempt to determine if, in fact, putting more money into our current educational system will result in greater student achievement. This chapter contains three basic components. The first simply presents, on a single table, measures of various educational inputs and outputs. Thus, SAT, ACT, and NAEP test results are presented alternatively with measures of public school staffing, public school financial inputs, and trends over time in key measures of both input categories. The second part of the chapter presents this data in a series of graphs that highlight the relationships between inputs, such as teacher salaries and outputs, such as SAT scoring. The final section of chapter three constructs and tests a statistical model of the correlation between a combination of educational inputs and outputs. Employing all three tests substantially decreases the likelihood that conclusions drawn from all three will be biased or misleading. This is done in order to respond to some analysts who have criticized each of these approaches as biased, incomplete, or misleading. Such a diverse analysis gives policy makers the best foundation on which to build their thinking and actions.

Chapter Four highlights some basic state educational information, such as public school enrollment, change in enrollment, and enrollment by size of school district. In addition, Chapter Four presents basic data on the growth of charter schools, such as number of charter schools and enrollment, strength of each states charter school law, and minority enrollment compared to public schools. Chapter Four also includes a table that ranks the states according to the amount of educational freedom accorded to parents and students.

The *Report Card* contains several tables that were added by the authors in order to either examine a specific policy issue, or in response to questions raised from last year's report. The report includes more detail on several key federal education programs. As the number and size of federal education programs increases, it is important to understand the impact that this investment has on actual student performance. Federal funds often are tied to increased regulations and standards. Does the imposition of such mandates improve the basic achievement of American students or tie the hands of local educators? Could state and local educators (or even parents) use these funds more efficiently if they were free to choose how the money is spent? These and similar questions should be answered before additional funding is funneled through existing channels. The report also includes an updated look at average teacher salaries compared to average workers with at least a bachelor degree. This comparison will more accurately reflect the difference in salaries between teachers and degreed professionals than last year's report. Finally, new to the report this year is a ranking of states by educational freedom – as determined by averaging a states' score on the amount of charter-school choice, subsidized private-school choice, home-schooling choice, and public-school choice. Does greater educational freedom lead to greater student achievement? The impact that greater school choice will have on America's public system of education and the quality of education received by students continues to be widely debated. Although it is still too early to determine, through a statistical study such as this one, the beneficial or detrimental effect of a widespread school choice movement, it is possible today to present basic data on the educational freedom available in each state.

This report would not have been possible without the hard work of many dedicated individuals. The authors would specifically like to recognize Rebecca Faber and Candace Hamilton, research assistants at ALEC during the summer of 2002, for their efforts. The authors would also like to say a special thank you to Michael Flynn, David Wargin, and Joseph Rinzel at ALEC for their support and guidance throughout every stage of this report.

State Snapshots

This section presents the most important measures of educational inputs, outputs, and demographic information for each of the fifty states and the District of Columbia. Individual state information is provided so that state and national policy makers can gain a clear picture of each state's public school system for the most recent year that was studied.

For each state, a national ranking has been developed based on student performance on the 2001 SAT and ACT tests, and where taken the 2000 NAEP Mathematics exam. For a complete explanation on the methodology of how this ranking was determined, please refer to Table A.1 in Appendix A of the report.

Information for each state is divided into three sections. The first, Academic Achievement, indicates how students in the state scored on the 2001 SAT and ACT tests, and where taken, the 2000 NAEP Mathematics exam. The second section, Key Educational Statistics, lists several key measures of educational spending by the state during the 1999-2000 school year. The third section, Demographics, gives key demographical information on the state for the 1999-2000 school year.

ALABAMA

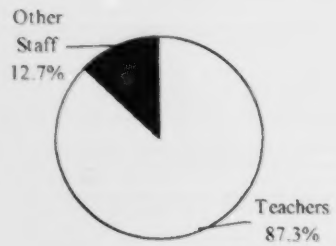
National Ranking: 43

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**262**	(National Average: 274)
	% Above Proficiency:	**16%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.1**	(National Average: 21)
	% of Graduates Taking ACT:	**69%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1113**	(National Average: 1019)
	% of Graduates Taking SAT:	**9%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$4,946**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**26.4%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.5**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$38,324**	(National Average: $43,768)
Total Teachers:	**46,998**	



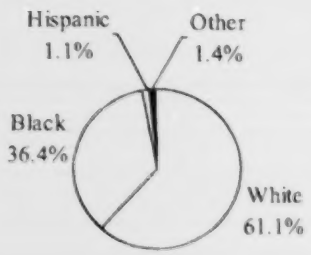
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$33,105**
Percent in Poverty:	**14.6%**

Public School Enrollment:	**730,037**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-3.2%**
Public School Enrollment as % of School Age Population:	**94.2%**

Public Elementary and Secondary Schools:	**1,323**
Students Per School:	**482**
Public School Districts:	**127**
Schools per District:	**10**
Students per District:	**5,938**



Enrollment by Race

National Ranking: 11

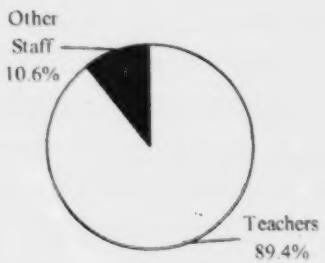
ALASKA

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21**	(National Average: 21)
	% of Graduates Taking ACT:	**34%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1024**	(National Average: 1019)
	% of Graduates Taking SAT:	**51%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$8,834**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-19.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**17.5**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$48,676**	(National Average: $43,768)
Total Teachers:	**7,874**	



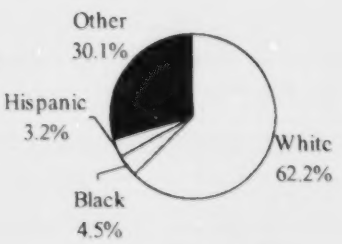
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$50,746**
Percent in Poverty:	**7.8%**

Public School Enrollment:	**137,800**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**55.6%**
Public School Enrollment as % of School Age Population:	**93.7%**

Public Elementary and Secondary Schools:	**291**
Students Per School:	**275**
Public School Districts:	**52**
Schools per District:	**8**
Students per District:	**1,703**



Enrollment by Race

ARIZONA

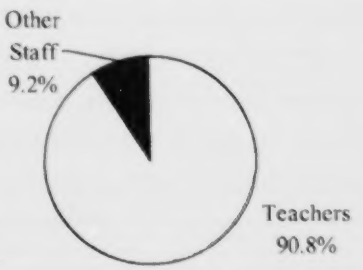
National Ranking: 23

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**271**	(National Average: 274)
	% Above Proficiency:	**21%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.5**	(National Average: 21)
	% of Graduates Taking ACT:	**28%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1048**	(National Average: 1019)
	% of Graduates Taking SAT:	**34%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$4,505**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-4.2%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**19.3**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$46,771**	(National Average: $43,768)
Total Teachers:	**44,547**	



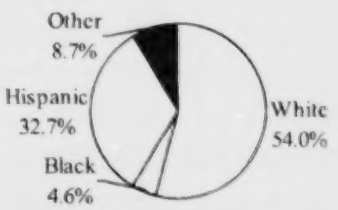
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$41,456**
Percent in Poverty:	**12%**

Public School Enrollment:	**858,860**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**68.7%**
Public School Enrollment as % of School Age Population:	**90.5%**

Public Elementary and Secondary Schools:	**1,489**
Students Per School:	**523**
Public School Districts:	**212**
Schools per District:	**4**
Students per District:	**2,402**



Enrollment by Race

ARKANSAS

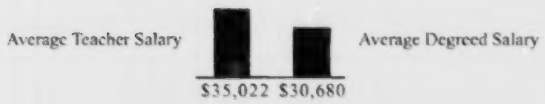
National Ranking: 44

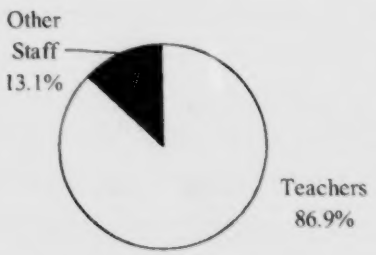
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**261**	(National Average: 274)
	% Above Proficiency:	**14%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.1**	(National Average: 21)
	% of Graduates Taking ACT:	**75%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1112**	(National Average: 1019)
	% of Graduates Taking SAT:	**6%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,540**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**28.1%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.6**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$35,022**	(National Average: $43,768)
Total Teachers:	**28,703**	





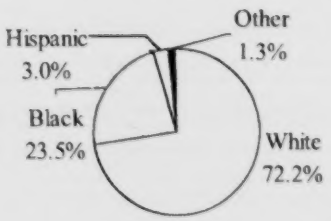
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$30,293**
Percent in Poverty:	**16.4%**

Public School Enrollment:	**447,352**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-1.3%**
Public School Enrollment as % of School Age Population:	**92.7%**

Public Elementary and Secondary Schools:	**1,116**
Students Per School:	**398**
Public School Districts:	**373**
Schools per District:	**3**
Students per District:	**1,215**



Enrollment by Race

CALIFORNIA

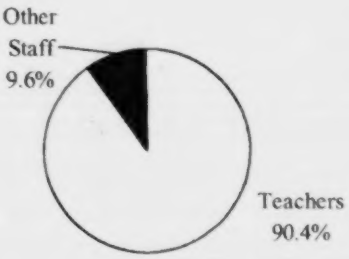
National Ranking: 35

ACADEMIC ACHIEVEMENT

NAEP Scores:	2001 Grade 8 Mathematics:	**262**	(National Average: 274)
	% Above Proficiency:	**18%**	(National Average: 26%)
ACT Scores:	Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**12%**	(National Average: 38%)
SAT Scores:	Average Composite Score:	**1015**	(National Average: 1019)
	% of Graduates Taking SAT:	**51%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,967**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**1.2%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**20.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$47,817**	(National Average: $43,768)
Total Teachers:	**284,629**	



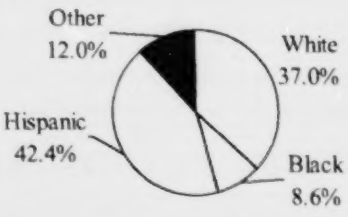
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$46,802**
Percent in Poverty:	**13.3%**

Public School Enrollment:	**5,946,421**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**46.9%**
Public School Enrollment as % of School Age Population:	**92.6%**

Public Elementary and Secondary Schools:	**8,238**
Students Per School:	**693**
Public School Districts:	**1,033**
Schools per District:	**7**
Students per District:	**3,918**



Enrollment by Race

National Ranking: 18

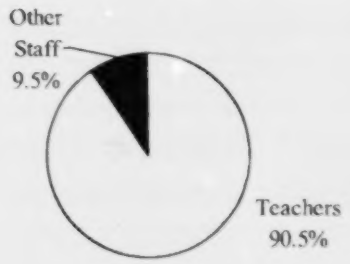
COLORADO

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.5**	(National Average: 21)
	% of Graduates Taking ACT:	**62%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1081**	(National Average: 1019)
	% of Graduates Taking SAT:	**31%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,282**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-16.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**17.4**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$40,270**	(National Average: $43,768)
Total Teachers:	**40,767**	



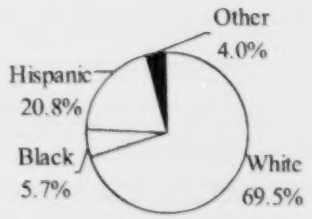
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$48,506**
Percent in Poverty:	**8.1%**

Public School Enrollment:	**708,109**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**28.6%**
Public School Enrollment as % of School Age Population:	**91.1%**

Public Elementary and Secondary Schools:	**1,516**
Students Per School:	**446**
Public School Districts:	**181**
Schools per District:	**7**
Students per District:	**3,042**



Enrollment by Race

CONNECTICUT

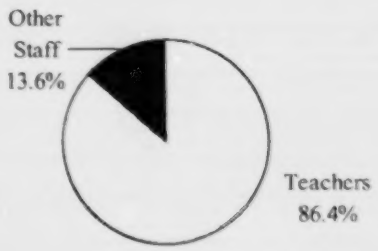
National Ranking: 13

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**282**	(National Average: 274)
	% Above Proficiency:	**34%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.8**	(National Average: 21)
	% of Graduates Taking ACT:	**4%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1019**	(National Average: 1019)
	% of Graduates Taking SAT:	**82%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$9,792**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**64.9%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**13.7**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$53,753**	(National Average: $43,768)
Total Teachers:	**40,384**	



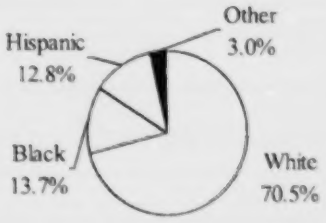
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$50,360**
Percent in Poverty:	**6.7%**

Public School Enrollment:	**554,899**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-2.1%**
Public School Enrollment as % of School Age Population:	**91.0%**

Public Elementary and Secondary Schools:	**1,033**
Students Per School:	**511**
Public School Districts:	**165**
Schools per District:	**7**
Students per District:	**3,434**



Enrollment by Race

DELAWARE

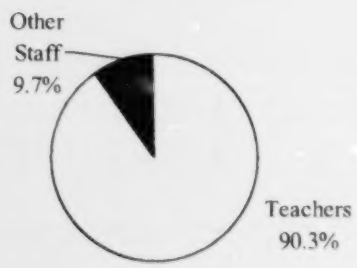
National Ranking: 33

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.6**	(National Average: 21)
	% of Graduates Taking ACT:	**4%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1000**	(National Average: 1019)
	% of Graduates Taking SAT:	**67%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

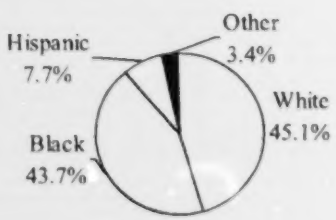
Expenditure per Pupil:	**$8,022**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**27.4%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$46,662**	(National Average: $43,768)
Total Teachers:	**7,588**	



Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$50,151**
Percent in Poverty:	**9.5%**
Public School Enrollment:	**113,598**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**9.2%**
Public School Enrollment as % of School Age Population:	**85.9%**
Public Elementary and Secondary Schools:	**167**
Students Per School:	**614**
Public School Districts:	**16**
Schools per District:	**12**
Students per District:	**6,502**



Enrollment by Race

DISTRICT OF COLUMBIA

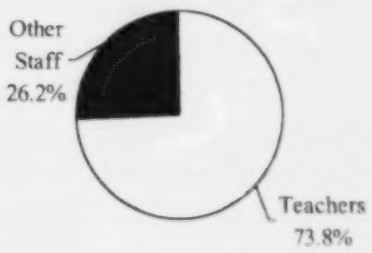
National Ranking: 50

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**17.4**	(National Average: 21)
	% of Graduates Taking ACT:	**26%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**956**	(National Average: 1019)
	% of Graduates Taking SAT:	**89%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$8,277**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**25.8%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$49,153**	(National Average: $43,768)
Total Teachers:	**4,766**	



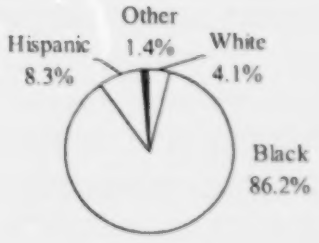
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$38,752**
Percent in Poverty:	**14.8%**

Public School Enrollment:	**77,194**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-27.3%**
Public School Enrollment as % of School Age Population:	**99%**

Public Elementary and Secondary Schools:	**173**
Students Per School:	**408**
Public School Districts:	**2**
Schools per District:	**92**
Students per District:	**53,078**



Enrollment by Race

National Ranking: 42

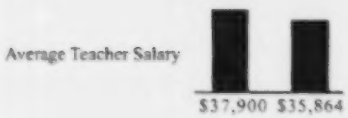
FLORIDA

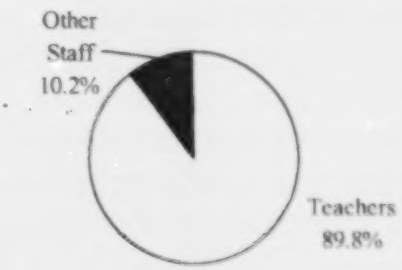
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.4**	(National Average: 21)
	% of Graduates Taking ACT:	**40%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**997**	(National Average: 1019)
	% of Graduates Taking SAT:	**54%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,872**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**10.5%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**17.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$37,900**	(National Average: $43,768)
Total Teachers:	**132,554**	





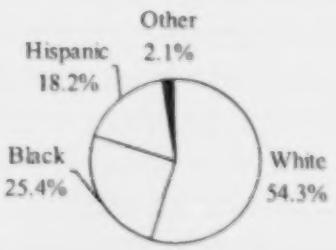
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$37,998**
Percent in Poverty:	**11.5%**

Public School Enrollment:	**2,378,882**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**57.7%**
Public School Enrollment as % of School Age Population:	**90.9%**

Public Elementary and Secondary Schools:	**2,616**
Students Per School:	**741**
Public School Districts:	**67**
Schools per District:	**29**
Students per District:	**22,512**



Enrollment by Race

GEORGIA

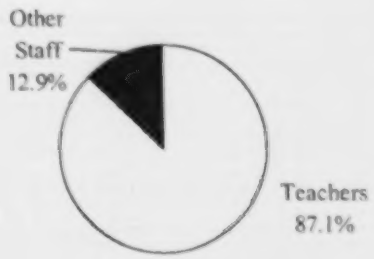
National Ranking: 45

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**266**	(National Average: 274)
	% Above Proficiency:	**19%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**19.9**	(National Average: 21)
	% of Graduates Taking ACT:	**19%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**980**	(National Average: 1019)
	% of Graduates Taking SAT:	**63%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,953**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**51.6%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.7**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$43,048**	(National Average: $43,768)
Total Teachers:	**90,736**	



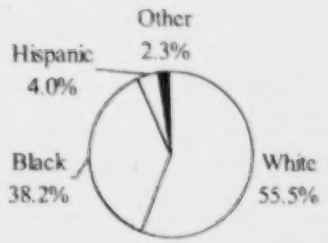
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$42,887**
Percent in Poverty:	**12.1%**

Public School Enrollment:	**1,422,941**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**31.9%**
Public School Enrollment as % of School Age Population:	**96.4%**

Public Elementary and Secondary Schools:	**1,824**
Students Per School:	**754**
Public School Districts:	**187**
Schools per District:	**9**
Students per District:	**5,767**



Enrollment by Race

National Ranking: 38

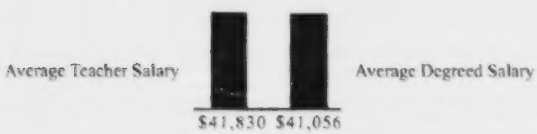
HAWAII

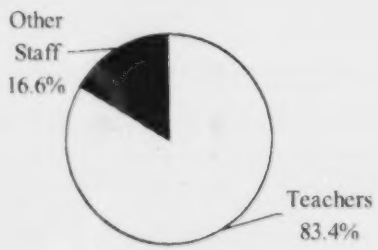
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**263**	(National Average: 274)
	% Above Proficiency:	**16%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.7**	(National Average: 21)
	% of Graduates Taking ACT:	**19%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1001**	(National Average: 1019)
	% of Graduates Taking SAT:	**52%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,257**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**56.7%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.7**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$41,830**	(National Average: $43,768)
Total Teachers:	**11,059**	

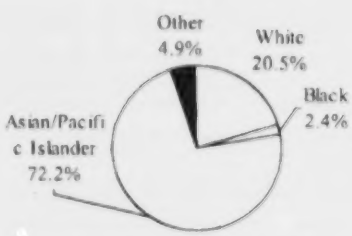




Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$48,026**
Percent in Poverty:	**10.3%**
Public School Enrollment:	**185,036**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**9.7%**
Public School Enrollment as % of School Age Population:	**88.6%**
Public Elementary and Secondary Schools:	**246**
Students Per School:	**723**
Public School Districts:	**1**
Schools per District:	**222**
Students per District:	**168,660**



Enrollment by Race

IDAHO

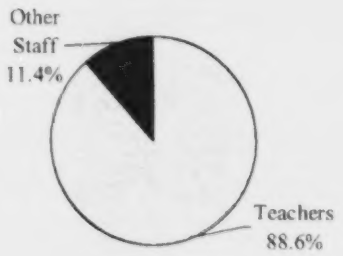
National Ranking: 28

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**278**	(National Average: 274)
	% Above Proficiency:	**27%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.5**	(National Average: 21)
	% of Graduates Taking ACT:	**59%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1085**	(National Average: 1019)
	% of Graduates Taking SAT:	**17%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

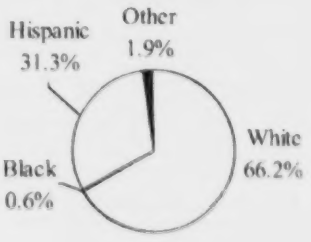
Expenditure per Pupil:	**$5,411**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**33.7%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**18.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$36,823**	(National Average: $43,768)
Total Teachers:	**13,640**	



Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$37,462**
Percent in Poverty:	**13.5%**
Public School Enrollment:	**245,226**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**20.9%**
Public School Enrollment as % of School Age Population:	**95.2%**
Public Elementary and Secondary Schools:	**636**
Students Per School:	**367**
Public School Districts:	**115**
Schools per District:	**5**
Students per District:	**1,763**



Enrollment by Race

National Ranking: 21

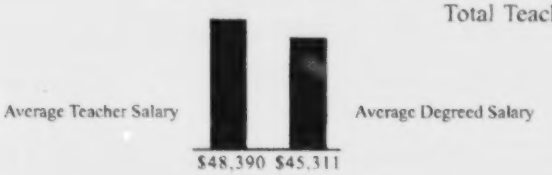
ILLINOIS

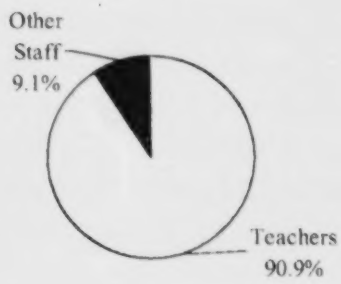
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**277**	(National Average: 274)
	% Above Proficiency:	**27%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.6**	(National Average: 21)
	% of Graduates Taking ACT:	**71%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1165**	(National Average: 1019)
	% of Graduates Taking SAT:	**12%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,149**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**16.4%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$48,390**	(National Average: $43,768)
Total Teachers:	**127,035**	





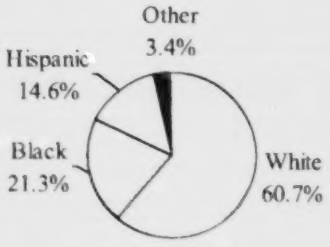
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$46,435**
Percent in Poverty:	**10.8%**

Public School Enrollment:	**2,027,600**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-0.8%**
Public School Enrollment as % of School Age Population:	**88.0%**

Public Elementary and Secondary Schools:	**4,190**
Students Per School:	**468**
Public School Districts:	**1,011**
Schools per District:	**4**
Students per District:	**2,021**



Enrollment by Race

INDIANA

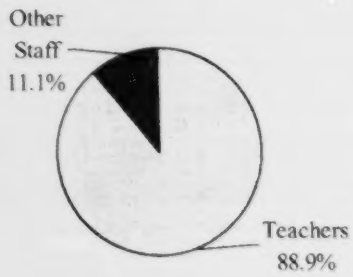
National Ranking: 20

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**283**	(National Average: 274)
	% Above Proficiency:	**31%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**20%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1000**	(National Average: 1019)
	% of Graduates Taking SAT:	**60%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,674**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**51.9%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.8**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$43,062**	(National Average: $43,768)
Total Teachers:	**58,748**	



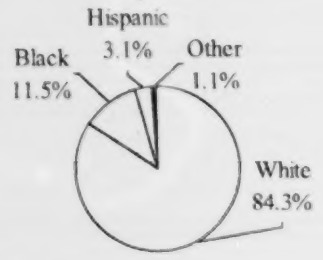
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$39,717**
Percent in Poverty:	**11.9%**

Public School Enrollment:	**988,042**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-8.8%**
Public School Enrollment as % of School Age Population:	**88.6%**

Public Elementary and Secondary Schools:	**1,873**
Students Per School:	**504**
Public School Districts:	**304**
Schools per District:	**7**
Students per District:	**3,565**



Enrollment by Race

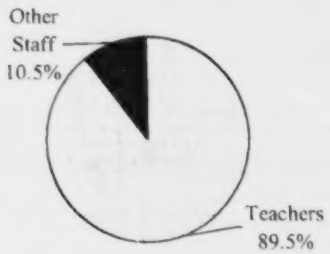
National Ranking: 4

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22**	(National Average: 21)
	% of Graduates Taking ACT:	**67%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1196**	(National Average: 1019)
	% of Graduates Taking SAT:	**5%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,008**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-2.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.7**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$36,980**	(National Average: $43,768)
Total Teachers:	**33,860**	



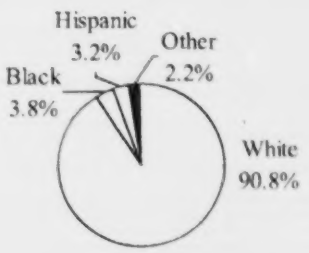
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$42,993**
Percent in Poverty:	**18.3%**

Public School Enrollment:	**497,301**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-9.3%**
Public School Enrollment as % of School Age Population:	**92.6%**

Public Elementary and Secondary Schools:	**1,494**
Students Per School:	**324**
Public School Districts:	**445**
Schools per District:	**4**
Students per District:	**1,232**



Enrollment by Race

KANSAS

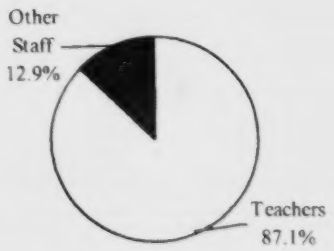
National Ranking: 6

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**284**	(National Average: 274)
	% Above Proficiency:	**34%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.6**	(National Average: 21)
	% of Graduates Taking ACT:	**78%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1157**	(National Average: 1019)
	% of Graduates Taking SAT:	**9%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,386**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**11.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$40,670**	(National Average: $43,768)
Total Teachers:	**33,161**	



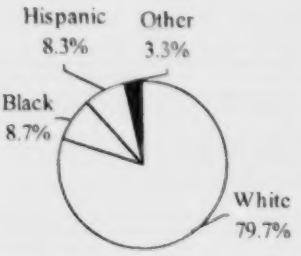
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$37,705**
Percent in Poverty:	**9.5%**

Public School Enrollment:	**469,377**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**11.0%**
Public School Enrollment as % of School Age Population:	**91.2%**

Public Elementary and Secondary Schools:	**1,435**
Students Per School:	**326**
Public School Districts:	**307**
Schools per District:	**5**
Students per District:	**1,378**



Enrollment by Race

National Ranking: 40

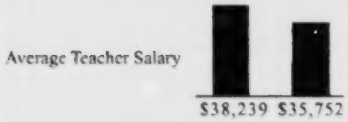
KENTUCKY

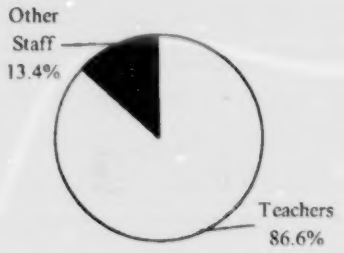
ACADEMIC ACHIEVEMENT

NAEP Scores:	2001 Grade 8 Mathematics:	**272**	(National Average: 274)
	% Above Proficiency:	**21%**	(National Average: 26%)
ACT Scores:	Average Composite Score:	**20.1**	(National Average: 21)
	% of Graduates Taking ACT:	**72%**	(National Average: 38%)
SAT Scores:	Average Composite Score:	**1100**	(National Average: 1019)
	% of Graduates Taking SAT:	**12%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,425**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**92.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.8**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$38,239**	(National Average: $43,768)
Total Teachers:	**40,069**	





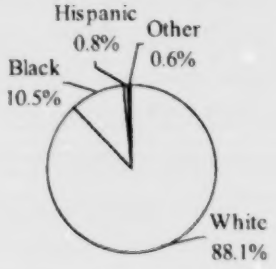
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$37,186**
Percent in Poverty:	**7.4%**

Public School Enrollment:	**632,573**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-6.6%**
Public School Enrollment as % of School Age Population:	**89.5%**

Public Elementary and Secondary Schools:	**1,456**
Students Per School:	**415**
Public School Districts:	**181**
Schools per District:	**8**
Students per District:	**3,741**



Enrollment by Race

LOUISIANA

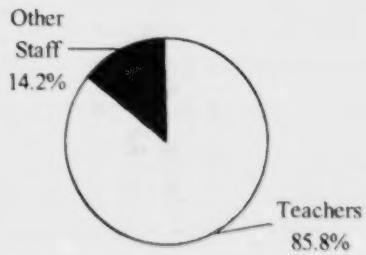
National Ranking: 49

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**259**	(National Average: 274)
	% Above Proficiency:	**12%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**19.6**	(National Average: 21)
	% of Graduates Taking ACT:	**80%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1126**	(National Average: 1019)
	% of Graduates Taking SAT:	**7%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,701**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**25.9%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$34,759**	(National Average: $43,768)
Total Teachers:	**49,377**	



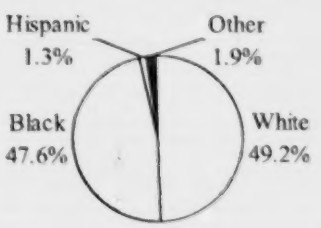
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$30,219**
Percent in Poverty:	**10.9%**

Public School Enrollment:	**750,982**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-6.2%**
Public School Enrollment as % of School Age Population:	**85.7%**

Public Elementary and Secondary Schools:	**1,366**
Students Per School:	**490**
Public School Districts:	**66**
Schools per District:	**22**
Students per District:	**12,128**



Enrollment by Race

National Ranking: 14

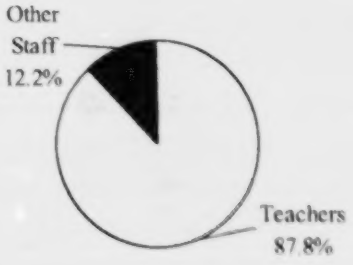
MAINE

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**284**	(National Average: 274)
	% Above Proficiency:	**32%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**6%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1006**	(National Average: 1019)
	% of Graduates Taking SAT:	**69%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$7,619**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**60.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**13.5**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$38,762**	(National Average: $43,768)
Total Teachers:	**15,484**	



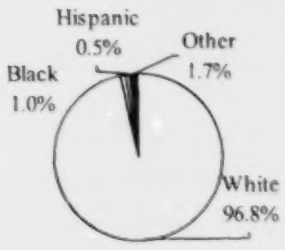
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$41,597**
Percent in Poverty:	**9.9%**

Public School Enrollment:	**209,254**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-8.2%**
Public School Enrollment as % of School Age Population:	**93.7%**

Public Elementary and Secondary Schools:	**702**
Students Per School:	**291**
Public School Districts:	**227**
Schools per District:	**3**
Students per District:	**1,004**



Enrollment by Race

MARYLAND

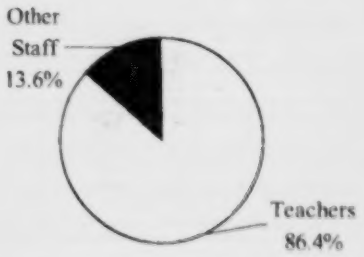
National Ranking: 22

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**276**	(National Average: 274)
	% Above Proficiency:	**29%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.5**	(National Average: 21)
	% of Graduates Taking ACT:	**11%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1018**	(National Average: 1019)
	% of Graduates Taking SAT:	**65%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

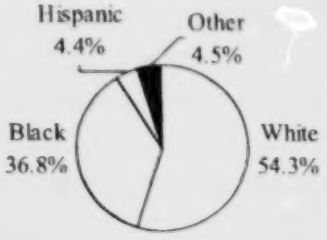
Expenditure per Pupil:	**$7,174**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**31.2%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.8**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$45,809**	(National Average: $43,768)
Total Teachers:	**50,452**	



Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$51,695**
Percent in Poverty:	**6.6%**
Public School Enrollment:	**846,695**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**8.9%**
Public School Enrollment as % of School Age Population:	**88.0%**
Public Elementary and Secondary Schools:	**1,315**
Students Per School:	**616**
Public School Districts:	**24**
Schools per District:	**55**
Students per District:	**32,405**



Enrollment by Race

National Ranking: 8

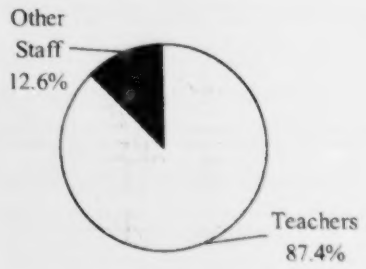
MASSACHUSETTES

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**283**	(National Average: 274)
	% Above Proficiency:	**32%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.9**	(National Average: 21)
	% of Graduates Taking ACT:	**8%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1026**	(National Average: 1019)
	% of Graduates Taking SAT:	**79%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$8,750**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**39.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$59,906**	(National Average: $43,768)
Total Teachers:	**68,014**	



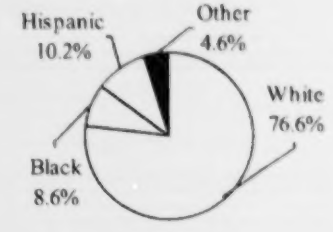
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$46,947**
Percent in Poverty:	**14.5%**

Public School Enrollment:	**967,336**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-6.6%**
Public School Enrollment as % of School Age Population:	**89.9%**

Public Elementary and Secondary Schools:	**1,858**
Students Per School:	**508**
Public School Districts:	**364**
Schools per District:	**7**
Students per District:	**2,926**



Enrollment by Race

MICHIGAN

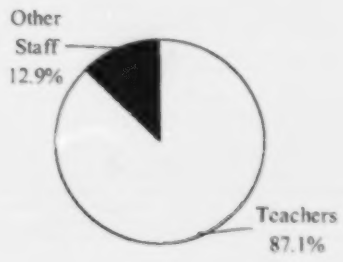
National Ranking: 29

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**278**	(National Average: 274)
	% Above Proficiency:	**28%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.3**	(National Average: 21)
	% of Graduates Taking ACT:	**69%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1133**	(National Average: 1019)
	% of Graduates Taking SAT:	**11%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$7,451**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**31.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**17.7**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$48,695**	(National Average: $43,768)
Total Teachers:	**96,121**	



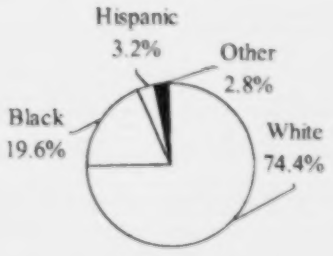
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$46,181**
Percent in Poverty:	**9.7%**

Public School Enrollment:	**1,700,885**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-8.6%**
Public School Enrollment as % of School Age Population:	**89.2%**

Public Elementary and Secondary Schools:	**3,512**
Students Per School:	**433**
Public School Districts:	**573**
Schools per District:	**72**
Students per District:	**3,247**



Enrollment by Race

National Ranking: 3

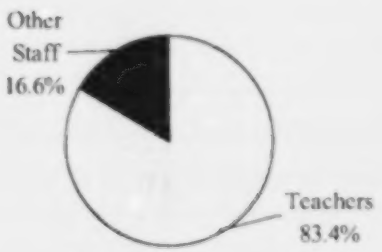
MINNESOTA

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**288**	(National Average: 274)
	% Above Proficiency:	**40%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22.1**	(National Average: 21)
	% of Graduates Taking ACT:	**66%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1169**	(National Average: 1019)
	% of Graduates Taking SAT:	**9%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

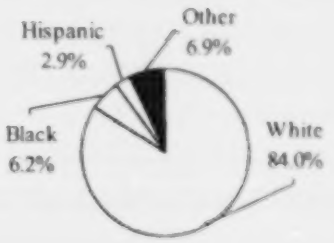
Expenditure per Pupil:	**$7,435**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**25.7%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.4**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$41,044**	(National Average: $43,768)
Total Teachers:	**56,010**	



Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$50,865**
Percent in Poverty:	**15.8%**
Public School Enrollment:	**861,488**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**10.7%**
Public School Enrollment as % of School Age Population:	**90.7%**
Public Elementary and Secondary Schools:	**1,969**
Students Per School:	**365**
Public School Districts:	**439**
Schools per District:	**4**
Students per District:	**1,772**



Enrollment by Race

MISSISSIPPI

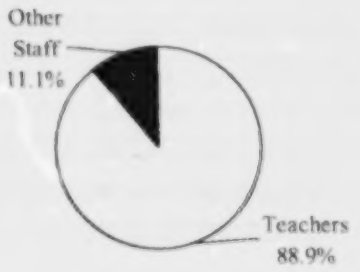
National Ranking: 50

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**254**	(National Average: 274)
	% Above Proficiency:	**8%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**18.5**	(National Average: 21)
	% of Graduates Taking ACT:	**89%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1117**	(National Average: 1019)
	% of Graduates Taking SAT:	**4%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$4,605**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**26.7%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$33,147**	(National Average: $43,768)
Total Teachers:	**30,782**	



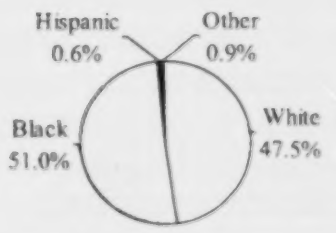
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$31,528**
Percent in Poverty:	**9.8%**

Public School Enrollment:	**499,387**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**3.6%**
Public School Enrollment as % of School Age Population:	**90.7%**

Public Elementary and Secondary Schools:	**891**
Students Per School:	**492**
Public School Districts:	**152**
Schools per District:	**7**
Students per District:	**3,171**



Enrollment by Race

National Ranking: 24

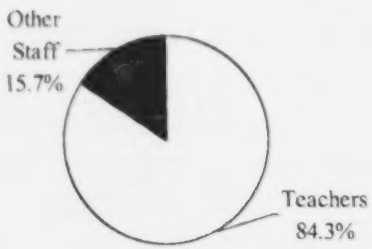
MISSOURI

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**274**	(National Average: 274)
	% Above Proficiency:	**22%**	(National Average: 26%)
ACT Scores:	2000 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**70%**	(National Average: 38%)
SAT Scores:	2000 Average Composite Score:	**1154**	(National Average: 1019)
	% of Graduates Taking SAT:	**8%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,846**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**32.6%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$37,469**	(National Average: $43,768)
Total Teachers:	**63,713**	



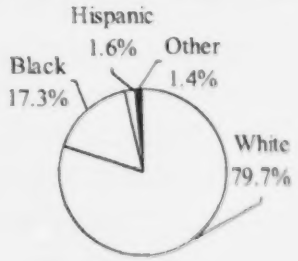
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$47,462**
Percent in Poverty:	**9.7%**

Public School Enrollment:	**894,466**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**2.5%**
Public School Enrollment as % of School Age Population:	**86.3%**

Public Elementary and Secondary Schools:	**2,194**
Students Per School:	**380**
Public School Districts:	**554**
Schools per District:	**4**
Students per District:	**1,576**



Enrollment by Race

MONTANA

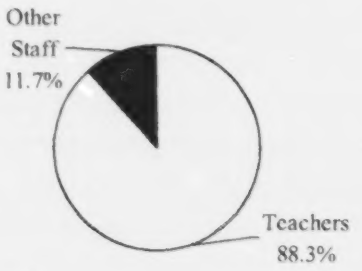
National Ranking: 5

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**287**	(National Average: 274)
	% Above Proficiency:	**37%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.7**	(National Average: 21)
	% of Graduates Taking ACT:	**55%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1078**	(National Average: 1019)
	% of Graduates Taking SAT:	**23%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,131**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-4.6%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$33,827**	(National Average: $43,768)
Total Teachers:	**10,352**	



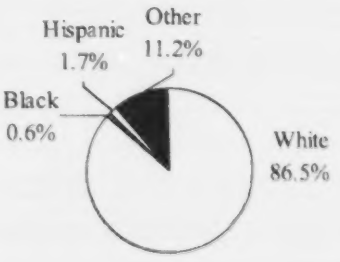
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$32,045**
Percent in Poverty:	**6.3%**

Public School Enrollment:	**157,556**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-0.4%**
Public School Enrollment as % of School Age Population:	**92.3%**

Public Elementary and Secondary Schools:	**882**
Students Per School:	**179**
Public School Districts:	**558**
Schools per District:	**1**
Students per District:	**284**



Enrollment by Race

National Ranking: 10

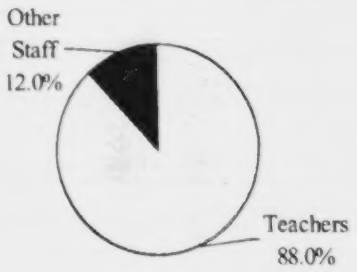
NEBRASKA

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**281**	(National Average: 274)
	% Above Proficiency:	**31%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.6**	(National Average: 21)
	% of Graduates Taking ACT:	**74%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1130**	(National Average: 1019)
	% of Graduates Taking SAT:	**8%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,000**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**25.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$37,359**	(National Average: $43,768)
Total Teachers:	**20,430**	



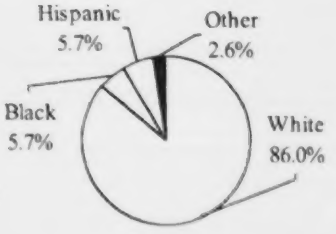
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$38,574**
Percent in Poverty:	**7.9%**

Public School Enrollment:	**286,970**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**0.0%**
Public School Enrollment as % of School Age Population:	**87.2%**

Public Elementary and Secondary Schools:	**1,324**
Students Per School:	**213**
Public School Districts:	**1,035**
Schools per District:	**2**
Students per District:	**277**



Enrollment by Race

NEVADA

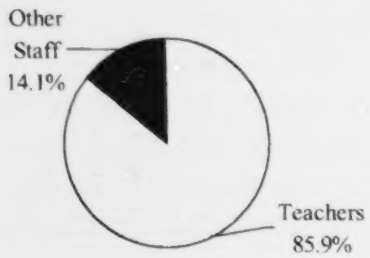
National Ranking: 31

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**268**	(National Average: 274)
	% Above Proficiency:	**20%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.3**	(National Average: 21)
	% of Graduates Taking ACT:	**39%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1024**	(National Average: 1019)
	% of Graduates Taking SAT:	**33%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,568**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-0.7%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**18.6**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$41,543**	(National Average: $43,768)
Total Teachers:	**17,544**	



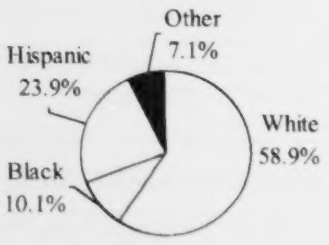
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$44,755**
Percent in Poverty:	**18.7%**

Public School Enrollment:	**325,610**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**120.4%**
Public School Enrollment as % of School Age Population:	**93.4%**

Public Elementary and Secondary Schools:	**471**
Students Per School:	**663**
Public School Districts:	**17**
Schools per District:	**15**
Students per District:	**8,690**



Enrollment by Race

National Ranking: 7

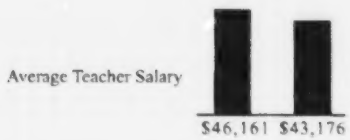
NEW HAMPSHIRE

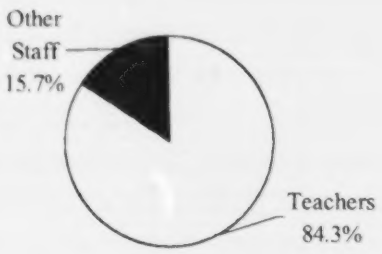
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22.3**	(National Average: 21)
	% of Graduates Taking ACT:	**7%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1036**	(National Average: 1019)
	% of Graduates Taking SAT:	**72%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,202**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**30.6%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.7**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$46,161**	(National Average: $43,768)
Total Teachers:	**14,038**	





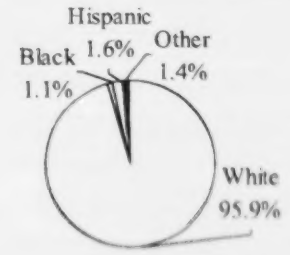
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$48,928**
Percent in Poverty:	**13.8%**

Public School Enrollment:	**206,783**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**21.2%**
Public School Enrollment as % of School Age Population:	**89.7%**

Public Elementary and Secondary Schools:	**521**
Students Per School:	**397**
Public School Districts:	**157**
Schools per District:	**3**
Students per District:	**1,086**



Enrollment by Race

NEW JERSEY

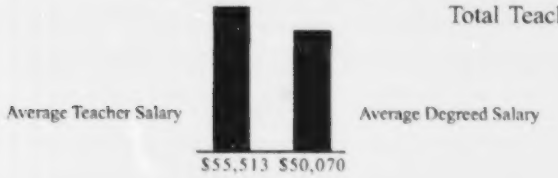
National Ranking: 25

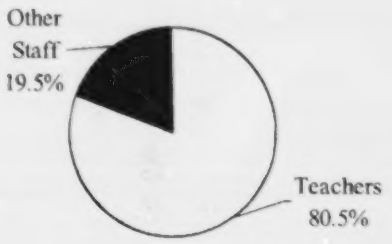
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.6**	(National Average: 21)
	% of Graduates Taking ACT:	**4%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1012**	(National Average: 1019)
	% of Graduates Taking SAT:	**81%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$9,775**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**50.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**13.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$55,513**	(National Average: $43,768)
Total Teachers:	**94,397**	





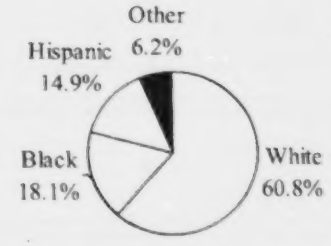
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$51,032**
Percent in Poverty:	**12.9%**

Public School Enrollment:	**1,249,803**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-3.0%**
Public School Enrollment as % of School Age Population:	**85.6%**

Public Elementary and Secondary Schools:	**2,293**
Students Per School:	**524**
Public School Districts:	**588**
Schools per District:	**4**
Students per District:	**2,190**



Enrollment by Race

National Ranking: 48

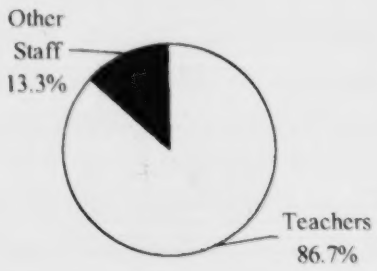
NEW MEXICO

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**260**	(National Average: 274)
	% Above Proficiency:	**13%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**19.9**	(National Average: 21)
	% of Graduates Taking ACT:	**64%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1093**	(National Average: 1019)
	% of Graduates Taking SAT:	**13%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,861**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**2.1%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$34,529**	(National Average: $43,768)
Total Teachers:	**20,273**	



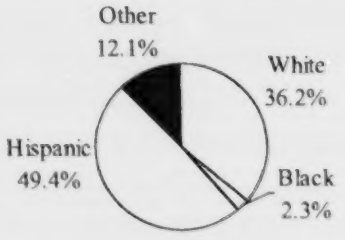
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$35,254**
Percent in Poverty:	**11.5%**

Public School Enrollment:	**324,253**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**17.7%**
Public School Enrollment as % of School Age Population:	**89.0%**

Public Elementary and Secondary Schools:	**746**
Students Per School:	**427**
Public School Districts:	**88**
Schools per District:	**7**
Students per District:	**3,132**



Enrollment by Race

NEW YORK

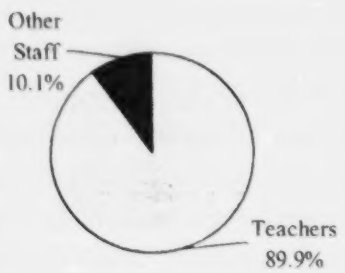
National Ranking: 30

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**276**	(National Average: 274)
	% Above Proficiency:	**26%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22.2**	(National Average: 21)
	% of Graduates Taking ACT:	**14%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1000**	(National Average: 1019)
	% of Graduates Taking SAT:	**77%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$9,797**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**28.3%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$51,384**	(National Average: $43,768)
Total Teachers:	**203,405**	



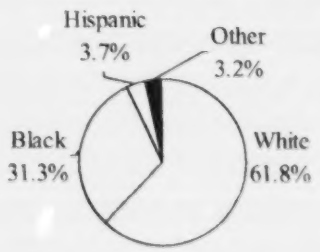
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$41,605**
Percent in Poverty:	**11.1%**

Public School Enrollment:	**2,850,729**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-4.0%**
Public School Enrollment as % of School Age Population:	**88.3%**

Public Elementary and Secondary Schools:	**4,021**
Students Per School:	**665**
Public School Districts:	**716**
Schools per District:	**6**
Students per District:	**4,147**



Enrollment by Race

National Ranking: 32

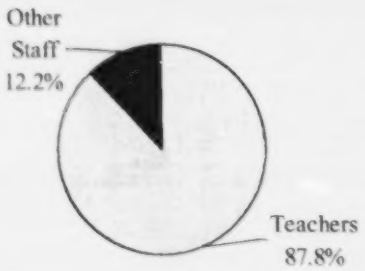
NORTH CAROLINA

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**280**	(National Average: 274)
	% Above Proficiency:	**30%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**19.7**	(National Average: 21)
	% of Graduates Taking ACT:	**13%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**992**	(National Average: 1019)
	% of Graduates Taking SAT:	**65%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,724**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**19.1%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.6**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$40,843**	(National Average: $43,768)
Total Teachers:	**79,790**	



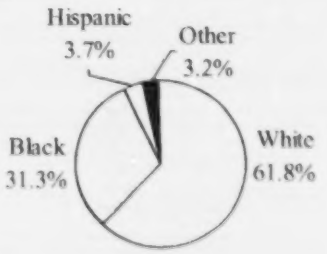
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$38,829**
Percent in Poverty:	**14%**

Public School Enrollment:	**1,248,548**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**8.6%**
Public School Enrollment as % of School Age Population:	**88.8%**

Public Elementary and Secondary Schools:	**2,058**
Students Per School:	**577**
Public School Districts:	**144**
Schools per District:	**14**
Students per District:	**7,986**



Enrollment by Race

NORTH DAKOTA

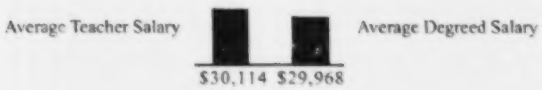
National Ranking: 16

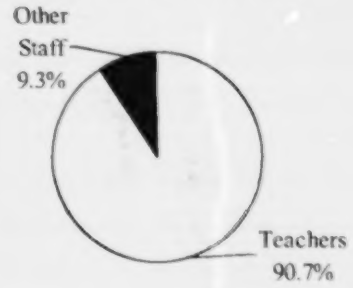
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**283**	(National Average: 274)
	% Above Proficiency:	**31%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**80%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1191**	(National Average: 1019)
	% of Graduates Taking SAT:	**4%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$4,512**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-14.4%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.4**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$30,114**	(National Average: $43,768)
Total Teachers:	**8,025**	





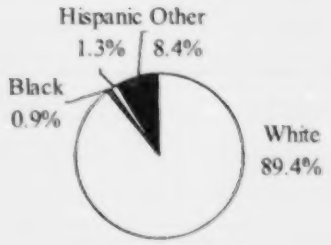
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$35,349**
Percent in Poverty:	**11.6%**

Public School Enrollment:	**115,315**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-2.0%**
Public School Enrollment as % of School Age Population:	**95.5%**

Public Elementary and Secondary Schools:	**555**
Students Per School:	**195**
Public School Districts:	**303**
Schools per District:	**3**
Students per District:	**388**



Enrollment by Race

National Ranking: 16

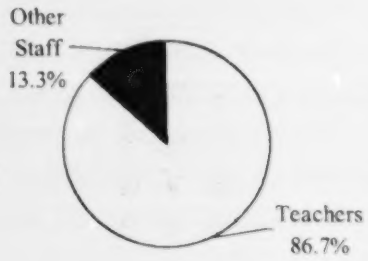
OHIO

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**283**	(National Average: 274)
	% Above Proficiency:	**31%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**63%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1073**	(National Average: 1019)
	% of Graduates Taking SAT:	**26%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,479**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**36.7%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$42,939**	(National Average: $43,768)
Total Teachers:	**113,961**	



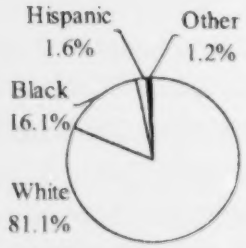
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$43,894**
Percent in Poverty:	**9.2%**

Public School Enrollment:	**1,821,276**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-10.1%**
Public School Enrollment as % of School Age Population:	**86.6%**

Public Elementary and Secondary Schools:	**3,763**
Students Per School:	**468**
Public School Districts:	**615**
Schools per District:	7
Students per District:	**3,293**



Enrollment by Race

OKLAHOMA

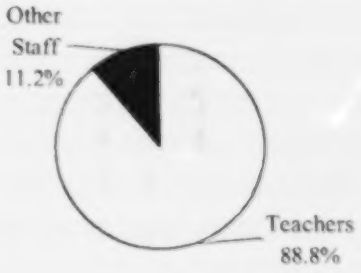
National Ranking: 36

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**272**	(National Average: 274)
	% Above Proficiency:	**19%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.5**	(National Average: 21)
	% of Graduates Taking ACT:	**71%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1128**	(National Average: 1019)
	% of Graduates Taking SAT:	**8%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,634**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**19.2%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.1**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$33,039**	(National Average: $43,768)
Total Teachers:	**41,450**	



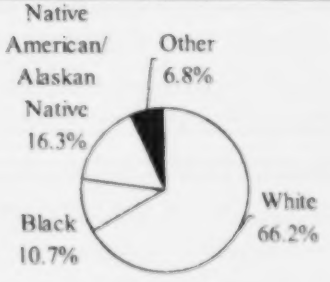
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$32,445**
Percent in Poverty:	**9.2%**

Public School Enrollment:	**627,030**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**7.5%**
Public School Enrollment as % of School Age Population:	**96.5%**

Public Elementary and Secondary Schools:	**1,807**
Students Per School:	**345**
Public School Districts:	**620**
Schools per District:	**3**
Students per District:	**941**



Enrollment by Race

National Ranking: 9

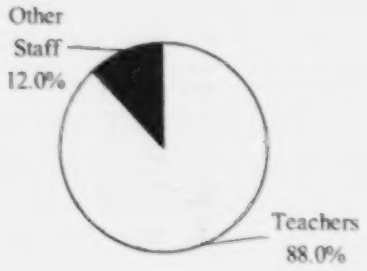
OREGON

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**281**	(National Average: 274)
	% Above Proficiency:	**32%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22.6**	(National Average: 21)
	% of Graduates Taking ACT:	**11%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1052**	(National Average: 1019)
	% of Graduates Taking SAT:	**55%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$8,605**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**38.2%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**19.2**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$42,776**	(National Average: $43,768)
Total Teachers:	**28,435**	



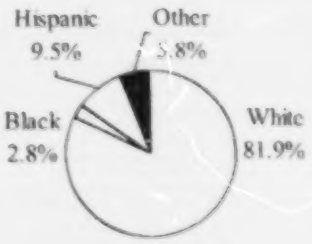
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$42,440**
Percent in Poverty:	**11%**

Public School Enrollment:	**545,033**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**16.7%**
Public School Enrollment as % of School Age Population:	**89.7%**

Public Elementary and Secondary Schools:	**1,188**
Students Per School:	**427**
Public School Districts:	**311**
Schools per District:	**4**
Students per District:	**1,502**



Enrollment by Race

PENNSYLVANIA

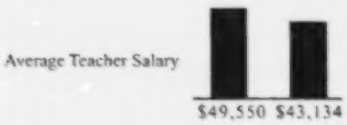
National Ranking: 41

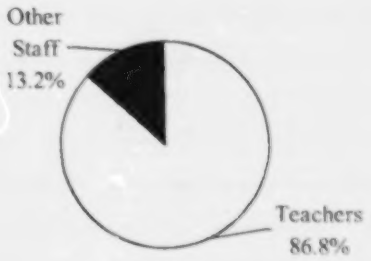
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**8%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**999**	(National Average: 1019)
	% of Graduates Taking SAT:	**71%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$7,243**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**7.9%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$49,550**	(National Average: $43,768)
Total Teachers:	**114,525**	





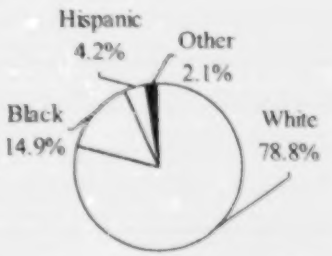
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$43,742**
Percent in Poverty:	**8.6%**

Public School Enrollment:	**1,816,716**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-7.7%**
Public School Enrollment as % of School Age Population:	**84.9%**

Public Elementary and Secondary Schools:	**3,172**
Students Per School:	**562**
Public School Districts:	**504**
Schools per District:	**8**
Students per District:	**3,906**



Enrollment by Race

RHODE ISLAND

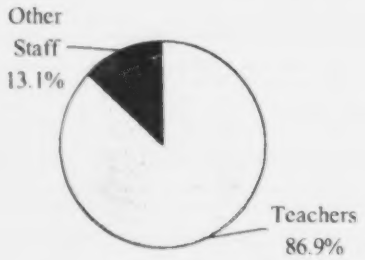
National Ranking: 34

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**273**	(National Average: 274)
	% Above Proficiency:	**24%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.2**	(National Average: 21)
	% of Graduates Taking ACT:	**5%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1000**	(National Average: 1019)
	% of Graduates Taking SAT:	**71%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$7,990**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**48.5%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**12.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$52,367**	(National Average: $43,768)
Total Teachers:	**12,076**	



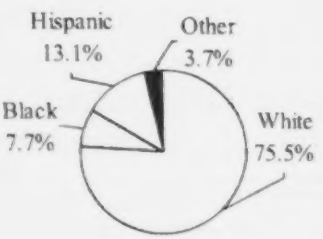
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$42,973**
Percent in Poverty:	**13.3%**

Public School Enrollment:	**155,351**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**0.8%**
Public School Enrollment as % of School Age Population:	**86.7%**

Public Elementary and Secondary Schools:	**314**
Students Per School:	**489**
Public School Districts:	**40**
Schools per District:	**8**
Students per District:	**3,852**



Enrollment by Race

SOUTH CAROLINA

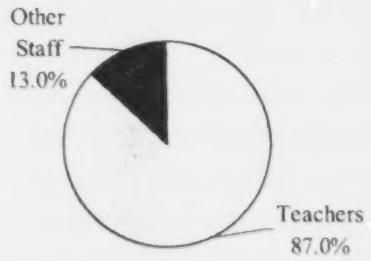
National Ranking: 46

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**266**	(National Average: 274)
	% Above Proficiency:	**18%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**19.3**	(National Average: 21)
	% of Graduates Taking ACT:	**28%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**974**	(National Average: 1019)
	% of Graduates Taking SAT:	**57%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,113**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**63.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$37,864**	(National Average: $43,768)
Total Teachers:	**43,510**	



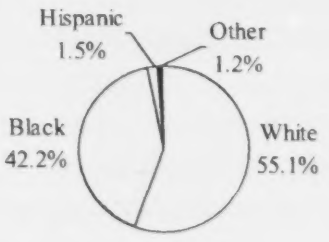
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$37,119**
Percent in Poverty:	**14.9%**

Public School Enrollment:	**653,779**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**4.6%**
Public School Enrollment as % of School Age Population:	**93.1%**

Public Elementary and Secondary Schools:	**1,093**
Students Per School:	**588**
Public School Districts:	**92**
Schools per District:	**12**
Students per District:	**6,791**



Enrollment by Race

National Ranking: 18

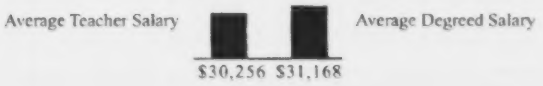
SOUTH DAKOTA

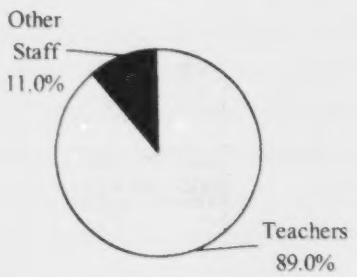
ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**70%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1159**	(National Average: 1019)
	% of Graduates Taking SAT:	**4%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$5,369**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**2.5%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**13.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$30,256**	(National Average: $43,768)
Total Teachers:	**9,263**	





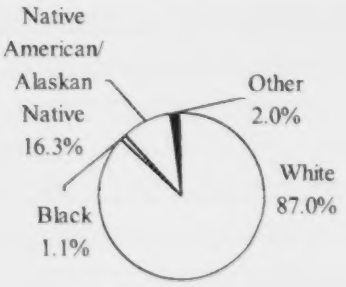
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$36,172**
Percent in Poverty:	**7.6%**

Public School Enrollment:	**129,093**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-3.5%**
Public School Enrollment as % of School Age Population:	**87.1%**

Public Elementary and Secondary Schools:	**754**
Students Per School:	**167**
Public School Districts:	**187**
Schools per District:	**4**
Students per District:	**716**



Enrollment by Race

TENNESSEE

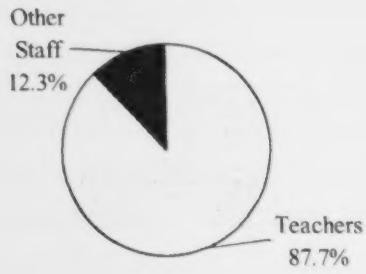
National Ranking: 47

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**263**	(National Average: 274)
	% Above Proficiency:	**17%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20**	(National Average: 21)
	% of Graduates Taking ACT:	**79%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1115**	(National Average: 1019)
	% of Graduates Taking SAT:	**13%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

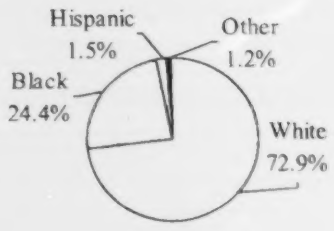
Expenditure per Pupil:	**$5,387**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**55.4%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**16.3**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$37,790**	(National Average: $43,768)
Total Teachers:	**55,482**	



Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$33,185**
Percent in Poverty:	**10.2%**
Public School Enrollment:	**903,825**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**4.4%**
Public School Enrollment as % of School Age Population:	**92.8%**
Public Elementary and Secondary Schools:	**1,540**
Students Per School:	**560**
Public School Districts:	**148**
Schools per District:	**11**
Students per District:	**5,852**



Enrollment by Race

National Ranking: 37

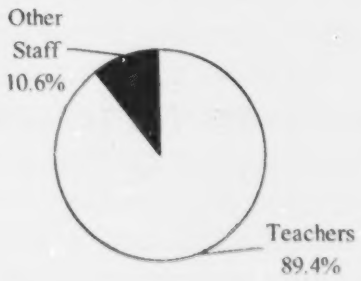
TEXAS

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**275**	(National Average: 274)
	% Above Proficiency:	**24%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.3**	(National Average: 21)
	% of Graduates Taking ACT:	**33%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**992**	(National Average: 1019)
	% of Graduates Taking SAT:	**53%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,092**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**33.2%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**14.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$39,806**	(National Average: $43,768)
Total Teachers:	**267,935**	



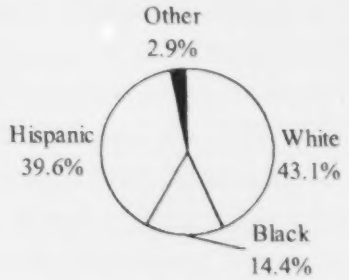
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$39,842**
Percent in Poverty:	**7.8%**

Public School Enrollment:	**3,991,783**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**39.0%**
Public School Enrollment as % of School Age Population:	**97.8%**

Public Elementary and Secondary Schools:	**6,894**
Students Per School:	**540**
Public School Districts:	**1,077**
Schools per District:	**5**
Students per District:	**2,667**



Enrollment by Race

UTAH

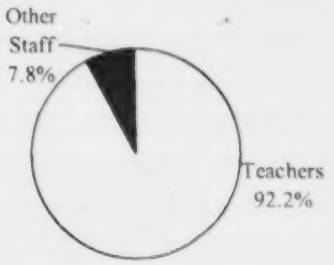
National Ranking: 26

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**275**	(National Average: 274)
	% Above Proficiency:	**26%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.4**	(National Average: 21)
	% of Graduates Taking ACT:	**69%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1145**	(National Average: 1019)
	% of Graduates Taking SAT:	**5%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

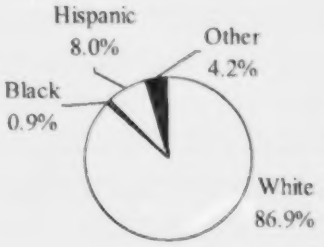
Expenditure per Pupil:	**$4,036**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-19.1%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**21.5**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$39,280**	(National Average: $43,768)
Total Teachers:	**22,155**	



Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$45,230**
Percent in Poverty:	**9.6%**
Public School Enrollment:	**475,974**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**42.9%**
Public School Enrollment as % of School Age Population:	**95.8%**
Public Elementary and Secondary Schools:	**759**
Students Per School:	**604**
Public School Districts:	**40**
Schools per District:	**14**
Students per District:	**8,326**



Enrollment by Race

National Ranking: 12

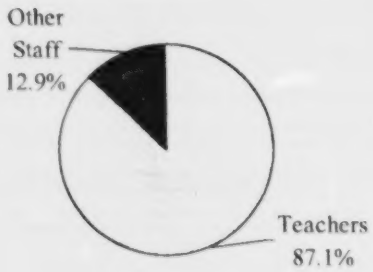
VERMONT

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**283**	(National Average: 274)
	% Above Proficiency:	**32%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22.2**	(National Average: 21)
	% of Graduates Taking ACT:	**9%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1017**	(National Average: 1019)
	% of Graduates Taking SAT:	**69%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

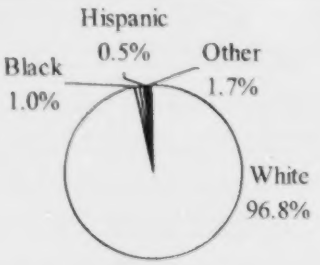
Expenditure per Pupil:	**$6,981**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**53.9%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**12.3**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$37,880**	(National Average: $43,768)
Total Teachers:	**8,473**	



Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$38,150**
Percent in Poverty:	**14.8%**
Public School Enrollment:	**104,559**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**6.3%**
Public School Enrollment as % of School Age Population:	**97.4%**
Public Elementary and Secondary Schools:	**355**
Students Per School:	**264**
Public School Districts:	**245**
Schools per District:	**2**
Students per District:	**401**



Enrollment by Race

VIRGINIA

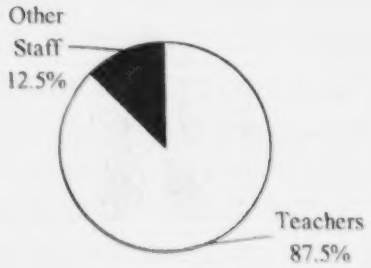
National Ranking: 27

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**277**	(National Average: 274)
	% Above Proficiency:	**26%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.6**	(National Average: 21)
	% of Graduates Taking ACT:	**10%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1011**	(National Average: 1019)
	% of Graduates Taking SAT:	**68%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,149**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**25.7%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**12.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$38,909**	(National Average: $43,768)
Total Teachers:	**87,572**	



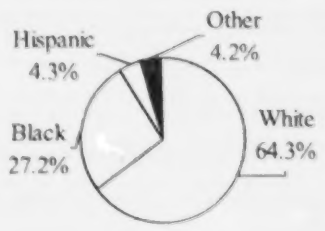
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$50,069**
Percent in Poverty:	**8.9%**

Public School Enrollment:	**1,133,994**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**9.9%**
Public School Enrollment as % of School Age Population:	**93.4%**

Public Elementary and Secondary Schools:	**1,837**
Students Per School:	**588**
Public School Districts:	**135**
Schools per District:	**13**
Students per District:	**7,640**



Enrollment by Race

National Ranking: 2

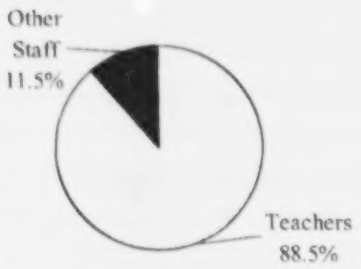
WASHINGTON

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22.4**	(National Average: 21)
	% of Graduates Taking ACT:	**17%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1054**	(National Average: 1019)
	% of Graduates Taking SAT:	**53%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,528**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-12.1%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**20.0**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$43,024**	(National Average: $43,768)
Total Teachers:	**50,272**	



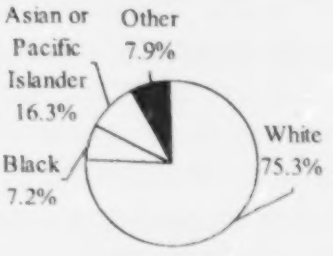
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$42,024**
Percent in Poverty:	**11.2%**

Public School Enrollment:	**1,003,714**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**31.2%**
Public School Enrollment as % of School Age Population:	**91.5%**

Public Elementary and Secondary Schools:	**1,974**
Students Per School:	**440**
Public School Districts:	**300**
Schools per District:	**5**
Students per District:	**2,550**



Enrollment by Race

WEST VIRGINIA

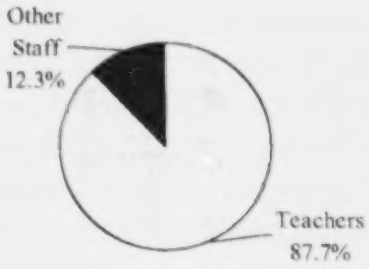
National Ranking: 39

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**271**	(National Average: 274)
	% Above Proficiency:	**18%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**20.2**	(National Average: 21)
	% of Graduates Taking ACT:	**61%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1039**	(National Average: 1019)
	% of Graduates Taking SAT:	**18%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$8,488**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**109.4%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**13.9**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$36,250**	(National Average: $43,768)
Total Teachers:	**20,923**	



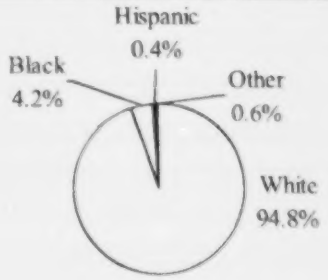
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$29,052**
Percent in Poverty:	**16.7%**

Public School Enrollment:	**290,944**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-25.1%**
Public School Enrollment as % of School Age Population:	**96.1%**

Public Elementary and Secondary Schools:	**813**
Students Per School:	**341**
Public School Districts:	**55**
Schools per District:	**22**
Students per District:	**7,062**



Enrollment by Race

National Ranking: 1

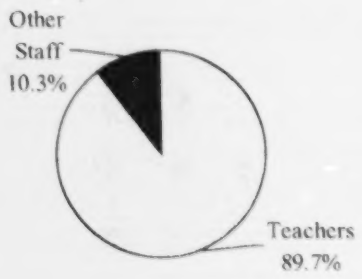
WISCONSIN

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**n/a**	(National Average: 274)
	% Above Proficiency:	**n/a**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**22.2**	(National Average: 21)
	% of Graduates Taking ACT:	**68%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1180**	(National Average: 1019)
	% of Graduates Taking SAT:	**6%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$7,886**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**33.0%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**15.3**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$44,105**	(National Average: $43,768)
Total Teachers:	**57,408**	



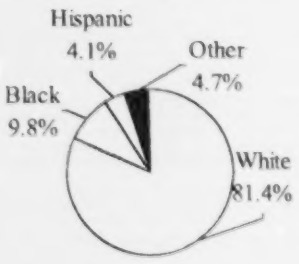
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$45,349**
Percent in Poverty:	**8.5%**

Public School Enrollment:	**877,852**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**2.3%**
Public School Enrollment as % of School Age Population:	**86.4%**

Public Elementary and Secondary Schools:	**2,065**
Students Per School:	**414**
Public School Districts:	**434**
Schools per District:	**5**
Students per District:	**1,977**



Enrollment by Race

WYOMING

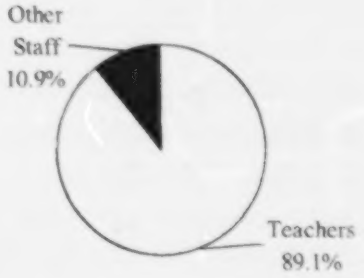
National Ranking: 15

ACADEMIC ACHIEVEMENT

NAEP Scores:	2000 Grade 8 Mathematics:	**277**	(National Average: 274)
	% Above Proficiency:	**25%**	(National Average: 26%)
ACT Scores:	2001 Average Composite Score:	**21.5**	(National Average: 21)
	% of Graduates Taking ACT:	**64%**	(National Average: 38%)
SAT Scores:	2001 Average Composite Score:	**1092**	(National Average: 1019)
	% of Graduates Taking SAT:	**11%**	(National Average: 44%)

KEY EDUCATIONAL STATISTICS (1999-2000)

Expenditure per Pupil:	**$6,911**	(National Average: $6,627)
Change in expenditures per pupil (1979-80 to 1999-00):	**-3.3%**	(National Average: 22.6%)
Pupil/Teacher Ratio:	**13.5**	(National Average: 16.6)
Average Annual Salary of Instructional Staff:	**$35,341**	(National Average: $43,768)
Total Teachers:	**6,825**	



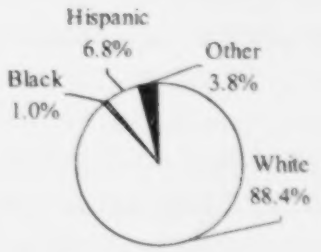
Teachers as a Percent of Staff

DEMOGRAPHICS (1999-2000)

Median Family Income:	**$39,026**
Percent in Poverty:	**11.9%**

Public School Enrollment:	**91,883**
Percent Change in Student Enrollment (1979-80 to 1999-00):	**-3.8%**
Public School Enrollment as % of School Age Population:	**95.3%**

Public Elementary and Secondary Schools:	**374**
Students Per School:	**236**
Public School Districts:	**49**
Schools per District:	**8**
Students per District:	**1,949**



Enrollment by Race

Chapter 1: Measures of Educational Inputs

Over the past twenty-five years, the major push for improving student achievement has centered on supplementing the "input" side of the educational equation. By focusing on such factors as dollars spent per student, teacher salaries, class size, and number of schools, policy makers hoped to increase test scores by increasing the resources being placed into the system. This was especially clear throughout the 1990s, when booming state economies lead to an educational spending frenzy in an attempt to raise stagnant student achievement.

The sudden downturn in our nation's economy has dramatically altered the fiscal landscape of nearly every state. Interestingly, states have refused to rein in their educational spending in accord with this fiscal belt tightening, and in fact many have continued to increase spending.

This chapter presents these measures of educational inputs precisely because they are easy to collect and lawmakers are used to thinking of their commitment to education in these terms. Lawmakers, however, must recognize that there are other important factors that significantly impact the ultimate success of students, including parental involvement in a student's activities, the level of dedication of teachers, and school-by-school autonomy in setting curricula. These "institutional" factors may be difficult to measure, but are vitally important to the educational achievement of students.

Chapter "Fast Facts"

- ✓ Nationwide, the pupil-to-teacher ratio has fallen 13.1 percent over the last 20 years. Specifically, the ratio has dropped from 19.1 pupils per teacher in 1979-80, to 16.6 in the 1999-00 school year (See Table 1.1).
- ✓ Vermont had the smallest pupil-per-teacher ratio (12.3:1) ahead of Rhode Island and Virginia (12.9:1).
- ✓ Maine (-36.3 percent) followed closely by Alabama (-34.2 percent) experienced the largest decline in pupil-per-teacher ratio, from 1979-80 to 1999-2000.
- ✓ Alaska (1.2 percent), California (0.4 percent), and Oregon (1.4 percent) were the only states to experience a growth in the pupil-per-teacher ratio from 1979-80 to 1999-00. Not surprisingly in the 1999-00 school year, Alaska (17.5:1), Oregon (19.2:1), and California (20.9:1), ranked 42nd, 48th, and 50th respectively in pupil-per-teacher ratio nationally.
- ✓ During the 1999-2000 school year there were 2,885,590 public elementary and secondary teachers. There were an additional 386,623 instructional staff members consisting of principals, supervisors and other non-supervisory instructional staff (See Table 1.2).
- ✓ The amount of money spent on public primary and secondary education during the 1999-2000 school year was $352,479,561,000. The federal government provided $24,304,600,000, or 6.9 percent of total revenues (See Table 1.3).
- ✓ The amount spent per pupil has grown significantly over the past twenty years, from $5,406 in 1979, to $6,360 in 1989, and to $6,627 in 1999 (constant 1999 dollars, see Table 1.7). This is an increase of 22.6 percent per pupil (See Table 1.8).
- ✓ New York spent the most on its students ($9,797) in the 1999-00 school year, followed by Connecticut ($9,792), New Jersey ($9,775), Alaska ($8,834), and Massachusetts ($8,750). States spending the least were Utah ($4,036), Arizona ($4,505), North Dakota ($4,512), Mississippi ($4,605) and Alabama ($4,946).

TABLE 1.1 PUPIL TEACHER RATIO, RANKED BY 1999-2000 FIGURES

	1999-2000	Rank	1989-90	Rank	1979-80	Rank	Percent Change 1979-80 1999-2000
United States	***16.6***		***17.2***		***19.1***		***-13.1%***
Vermont	12.3	1	13.8	4	14.8	1	-16.6%
Rhode Island	12.9	2	14.5	7	16.7	11	-23.0%
Virginia	12.9	3	15.9	19	18.1	22	-28.5%
New Jersey	13.2	4	13.5	3	16.6	9	-20.2%
Wyoming	13.5	5	14.5	8	18.3	23	-26.4%
Maine	13.5	6	14.1	6	21.2	46	-36.3%
Connecticut	13.7	7	13.1	1	16.1	5	-14.7%
West Virginia	13.9	8	15.1	13	19.2	32	-27.6%
South Dakota	13.9	9	15.5	14	16.5	7	-15.5%
New York	14.0	10	14.7	10	18.7	27	-25.1%
Missouri	14.0	11	15.8	18	17.9	20	-21.6%
Nebraska	14.0	12	14.7	9	15.7	4	-10.5%
Kansas	14.2	13	15	11	16.2	6	-12.6%
Massachusetts	14.2	14	14	5	14.9	2	-4.5%
North Dakota	14.4	15	15.1	12	15.6	3	-7.9%
Iowa	14.7	16	15.7	15	16.7	10	-12.1%
New Hampshire	14.7	17	16.2	21	18.1	21	-18.6%
Texas	14.9	18	16.7	24	18.7	28	-20.3%
Delaware	15.0	19	16.4	23	17.3	13	-13.5%
South Carolina	15.0	20	17	30	20.9	42	-28.1%
Oklahoma	15.1	21	16.2	22	17.6	15	-14.0%
Louisiana	15.2	22	na	na	17.9	19	-15.0%
Montana	15.2	23	15.7	16	16.6	8	-8.3%
Wisconsin	15.3	24	15.9	20	17.8	17	-14.1%
Minnesota	15.4	25	17.2	32	17.6	14	-12.6%
Alabama	15.5	26	18.1	37	23.6	50	-34.2%
Arkansas	15.6	27	17	28	19	30	-18.0%
North Carolina	15.6	28	17.1	31	20.4	37	-23.3%
Georgia	15.7	29	18.3	39	20.6	39	-23.9%
Kentucky	15.8	30	17.7	36	20.5	38	-23.0%
Pennsylvania	15.9	31	15.7	17	17.6	16	-9.9%
Illinois	16.0	32	16.9	27	19.1	31	-16.4%
Ohio	16.0	33	17.4	33	20	35	-20.1%
New Mexico	16.0	34	18.3	40	19.5	34	-18.0%
District of Columbia	16.2	35	13.4	2	17.9	18	-9.5%
Mississippi	16.2	36	18.2	38	18.7	26	-13.2%
Tennessee	16.3	37	19.1	44	21.1	45	-22.8%
Hawaii	16.7	38	19.1	43	23.4	49	-28.5%
Maryland	16.8	39	16.8	26	18.6	25	-9.8%
Indiana	16.8	40	17.5	34	20.3	36	-17.2%
Colorado	17.4	41	17.6	35	18.6	24	-6.6%
Alaska	17.5	42	16.8	25	17.3	12	1.2%
Michigan	17.7	43	19.7	45	21.5	47	-17.7%
Florida	17.9	44	17	29	21	43	-14.5%
Idaho	18.0	45	20.1	46	20.9	41	-14.0%
Nevada	18.6	46	20.4	48	21.1	44	-12.0%
Oregon	19.2	47	18.4	41	18.9	29	1.4%
Arizona	19.3	48	18.9	42	19.4	33	-0.6%
Washington	20.0	49	20.1	47	21.5	48	-7.1%
California	20.9	50	22.4	49	20.8	40	0.4%
Utah	21.5	51	24.8	50	26.6	51	-19.2%

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991; National Education Association, Estimates of School Statistics, 2001.

TABLE 1.2 INSTRUCTIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

	Elementary Teachers	Secondary Teachers	Total Teachers	1999-2000 Other nonsupervisory Instructional Staff	Principals and Supervisors	Total Instructional Staff
United States	***1,720,224***	***1,165,366***	***2,885,590***	***210,956***	***175,667***	***3,272,213***
Alabama	28,535	18,463	46,998	3,863	2983	53,844
Alaska	5,293	2,581	7,874	503	435	8,812
Arizona	34,315	10,232	44,547	2,547	1984	49,078
Arkansas	14,064	14,639	28,703	2,405	1916	33,024
California	210,470	74,159	284,629	12,323	17973	314,925
Colorado	20,354	20,413	40,767	2,333	1931	45,031
Connecticut	28,931	11,453	40,384	3,920	2417	46,721
Delaware	3,672	3,916	7,588	436	383	8,407
District of Columbia	3,295	1,471	4,766	1,409	280	6,455
Florida	67,672	64,882	132,554	8,457	6525	147,536
Georgia	53,444	37,292	90,736	7,206	6263	104,205
Hawaii	5,968	5,091	11,059	1,722	478	13,259
Idaho	6,958	6,682	13,640	772	976	15,388
Illinois	89,984	37,051	127,035	5,623	7147	139,805
Indiana	31,513	27,235	58,748	2,895	4451	66,094
Iowa	15,860	18,000	33,860	2,514	1438	37,812
Kansas	16,850	16,311	33,161	2,753	2171	38,085
Kentucky	28,317	11,752	40,069	4,168	2052	46,289
Louisiana	34,297	15,080	49,377	4,443	3752	57,572
Maine	10,736	4,748	15,484	1,179	975	17,638
Maryland	28,332	22,120	50,452	4,086	3860	58,398
Massachusetts	29,242	38,772	68,014	6,248	3514	77,776
Michigan	49,917	46,204	96,121	8,209	6024	110,354
Minnesota	29,464	26,546	56,010	2,116	2869	60,995
Mississippi	17,020	13,762	30,782	1,875	1950	34,607
Missouri	32,795	30,918	63,713	6,957	4911	75,581
Montana	7,064	3,288	10,352	830	545	11,727
Nebraska	11,930	8,500	20,430	1,631	1163	23,224
Nevada	10,647	6,897	17,544	1,998	892	20,434
New Hampshire	9,620	4,418	14,038	1,942	681	16,661
New Jersey	59,406	34,991	94,397	15,162	7763	117,322
New Mexico	14,270	6,003	20,273	2,164	957	23,394
New York	101,712	101,693	203,405	11,086	11712	226,203
North Carolina	50,189	29,601	79,790	6,173	4936	90,899
North Dakota	5,103	2,922	8,025	426	398	8,849
Ohio	76,754	37,207	113,961	8,042	9479	131,482
Oklahoma	21,570	19,880	41,450	2,730	2520	46,700
Oregon	19,741	8,694	28,435	1,631	2249	32,315
Pennsylvania	60,020	54,505	114,525	11,913	5530	131,968
Rhode Island	7,105	4,971	12,076	1,414	400	13,890
South Carolina	30,453	13,057	43,510	3,924	2587	50,021
South Dakota	6,444	2,819	9,263	633	507	10,403
Tennessee	40,287	15,195	55,482	4,285	3502	63,269
Texas	136,638	131,297	267,935	16,000	15928	299,863
Utah	11,542	10,613	22,155	908	956	24,019
Vermont	4,422	4,051	8,473	848	407	9,728
Virginia	52,839	34,733	87,572	7,375	5179	100,126
Washington	28,054	22,218	50,272	3,193	3353	56,818
West Virginia	14,467	6,456	20,923	1,176	1481	23,580
Wisconsin	39,333	18,075	57,408	4,004	2557	63,969
Wyoming	3,316	3,509	6,825	506	327	7,658

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991; National Education Association, Estimates of School Statistics 2002.

1989-1990				1979-1980		
Teachers as % of Staff	Total Instructional Staff	Total Teachers	Teachers as % of Staff	Total Instructional Staff	Total Teachers	Teachers as % of Staff
88.2%	*2,679,895*	*2,350,702*	*88%*	*2,791,235*	*2,180,504*	*78%*
87.3%	42,951	39,928	93%	44,433	31,967	72%
89.4%	7,809	6,492	83%	6,318	5,130	81%
90.8%	36,201	32,134	89%	33,354	26,205	79%
86.9%	31,186	25,585	82%	28,316	23,850	84%
90.4%	254,810	212,687	83%	240,10[illegible]	194,237	81%
90.5%	35,438	31,954	90%	37,709	29,675	79%
86.4%	35,502	34,618	98%	43,589	35,225	81%
90.3%	6,617	5,982	90%	8,775	6,021	69%
73.8%	6,575	6,055	92%	8,092	5,946	73%
89.8%	119,483	104,127	87%	100,014	71,853	72%
87.1%	74,010	61,487	83%	69,430	52,292	75%
83.4%	10,537	8,866	84%	10,140	7,207	71%
88.6%	11,419	10,715	94%	12,971	9,697	75%
90.9%	117,437	106,183	90%	134,496	107,211	80%
88.9%	64,356	54,370	84%	65,245	53,426	82%
89.5%	33,570	30,423	91%	41,337	32,911	80%
87.1%	30,830	28,727	93%	33,664	26,184	78%
86.6%	41,397	35,731	86%	40,508	32,959	81%
85.8%	50,304	44,608	89%	53,902	44,688	83%
87.8%	17,488	15,206	87%	15,707	10,748	68%
86.4%	46,379	41,646	90%	56,707	41,738	74%
87.4%	69,579	59,040	85%	82,456	69,313	84%
87.1%	90,630	80,150	88%	124,196	86,650	70%
91.8%	50,306	43,101	86%	54,481	44,149	81%
88.9%	35,229	27,591	78%	31,742	25,806	81%
84.3%	54,623	51,362	94%	60,898	48,755	80%
88.3%	10,659	9,627	90%	14,152	9,521	67%
88.0%	20,457	18,464	90%	23,200	18,325	79%
85.9%	9,175	8,699	95%	8,803	6,986	79%
84.3%	12,423	10,572	85%	11,678	9,425	81%
80.5%	88,487	79,597	90%	101,523	77,429	76%
86.7%	18,837	16,150	86%	19,343	14,144	73%
89.9%	197,237	174,610	89%	212,757	158,621	75%
87.8%	79,949	63,160	79%	72,234	56,369	78%
90.7%	8,696	7,809	90%	9,982	7,560	76%
86.7%	109,052	101,417	93%	125,344	101,482	81%
88.8%	38,796	35,631	92%	37,321	33,210	89%
88.0%	29,195	25,630	88%	33,362	24,780	74%
86.8%	115,003	105,415	92%	127,972	111,615	87%
86.9%	10,225	9,369	92%	11,782	9,255	79%
87.0%	40,608	36,337	89%	43,210	29,911	69%
89.0%	9,398	8,191	87%	10,997	8,122	74%
87.7%	50,094	42,824	85%	51,246	40,978	80%
89.4%	227,219	199,397	88%	199,239	153,726	77%
92.2%	20,380	17,611	86%	17,382	12,535	72%
87.1%	7,980	6,852	86%	7,354	6,628	90%
87.5%	69,825	62,138	89%	80,700	56,868	70%
88.5%	44,282	40,279	91%	42,093	35,498	84%
88.7%	25,015	21,653	87%	26,392	20,201	77%
89.7%	54,773	49,329	90%	58,318	48,264	83%
89.1%	7,940	697	9%	6,262	5,208	83%

TABLE 1.3 REVENUES FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, BY SOURCE AND STATE, CURRENT DOLLARS (IN THOUSANDS)

	1999-2000 Total Revenues and Receipts	Rank	Revenues from Federal Govt.	Rank	Percent from Federal Govt.	Rank	1989 - 1990 Total Revenues and Receipts	Rank
United States	***352,479,561***		***24,304,600***		***6.9%***		***207,583,907***	
Alabama	4,085,304	28	426,567	16	10.4%	8	2,557,836	26
Alaska	1,198,071	44	150,335	37	12.5%	4	909,380	39
Arizona	4,440,098	25	324,453	27	7.3%	24	2,742,625	24
Arkansas	2,591,156	32	213,378	33	8.2%	15	1,594,428	32
California	43,311,296	1	3,351,516	1	7.7%	19	24,320,281	1
Colorado	4,276,185	26	234,811	31	5.5%	37	2,767,107	23
Connecticut	6,111,403	20	289,330	28	4.7%	43	3,554,800	20
Delaware	1,009,527	46	74,672	47	7.4%	23	542,448	49
District of Columbia	719,205	50	119,569	39	16.6%	1	557,089	48
Florida	17,730,708	4	1,434,998	4	8.1%	16	9,589,961	4
Georgia	9,082,382	11	600,852	9	6.6%	30	5,194,517	10
Hawaii	1,348,500	42	132,505	38	9.8%	10	755,987	43
Idaho	1,504,200	40	105,900	42	7.0%	25	710,841	44
Illinois	13,969,230	8	903,191	6	6.5%	31	9,001,253	6
Indiana	8,099,266	12	365,584	21	4.5%	46	4,349,969	14
Iowa	3,519,969	30	151,040	36	4.3%	49	2,149,710	30
Kansas	3,356,938	31	206,718	34	6.2%	34	2,085,315	31
Kentucky	4,627,644	24	372,297	19	8.0%	17	2,247,379	28
Louisiana	4,771,671	22	557,121	12	11.7%	5	3,058,293	21
Maine	1,664,015	39	102,630	43	6.2%	33	1,154,667	38
Maryland	7,047,668	17	379,214	18	5.4%	39	4,267,441	15
Massachusetts	9,220,812	10	464,003	14	5.0%	41	5,117,504	11
Michigan	15,074,430	6	1,009,057	5	6.7%	28	8,394,959	9
Minnesota	7,156,745	16	335,086	26	4.7%	44	3,988,317	18
Mississippi	2,579,839	33	362,286	23	14.0%	2	1,573,464	33
Missouri	6,572,975	19	447,901	15	6.8%	27	3,699,939	19
Montana	1,065,885	45	118,111	40	11.1%	7	707,594	44
Nebraska	1,896,300	38	99,663	44	5.3%	40	1,359,712	35
Nevada	2,166,512	36	107,608	41	5.0%	42	860,464	41
New Hampshire	1,485,793	41	55,138	49	3.7%	50	900,843	40
New Jersey	12,725,221	9	405,123	17	3.2%	51	8,763,058	6
New Mexico	2,089,967	37	263,385	29	12.6%	3	1,225,429	37
New York	30,630,171	2	2,030,000	3	6.6%	29	19,744,546	2
North Carolina	7,891,779	13	596,441	10	7.6%	22	4,683,693	13
North Dakota	694,664	51	80,104	46	11.5%	6	487,049	51
Ohio	15,000,000	7	870,000	7	5.8%	35	8,617,848	8
Oklahoma	3,887,359	29	336,477	25	8.7%	13	2,172,547	29
Oregon	4,098,232	27	257,976	30	6.3%	32	2,539,734	27
Pennsylvania	15,546,303	5	860,604	8	5.5%	36	10,336,060	4
Rhode Island	1,232,149	43	53,886	50	4.4%	48	844,009	42
South Carolina	4,648,246	23	368,108	20	7.9%	18	2,678,790	25
South Dakota	820,334	48	84,935	45	10.4%	9	503,949	50
Tennessee	5,160,407	21	466,668	13	9.0%	11	2,907,714	22
Texas	27,937,537	3	2,358,120	2	8.4%	14	13,948,117	3
Utah	2,416,189	34	166,563	35	6.9%	26	1,326,479	36
Vermont	890,249	47	39,913	51	4.5%	47	562,543	47
Virginia	6,658,230	18	362,839	22	5.4%	38	5,101,281	12
Washington	7,501,920	15	575,957	11	7.7%	20	4,192,291	17
West Virginia	2,411,517	35	216,577	32	9.0%	12	1,413,165	34
Wisconsin	7,779,960	14	356,340	24	4.6%	45	4,240,432	16
Wyoming	775,400	49	59,050	48	7.6%	21	581,050	46

64 *Source: U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991, and 2001*

Revenues from Federal Govt.	Rank	Percent from Federal Govt.	Rank	1979-1980 Total Revenues and Receipts	Rank	Revenues from Federal Govt.	Rank	Percent from Federal Govt.	Rank
12,721,392		*6.1%*		*100,554,463*		*9,503,533*		*9.8%*	
286,598	13	11.2%	4	1,250,219	26	147,145	25	12.2%	15
116,277	33	12.8%	2	416,625	38	38,939	42	9.3%	30
216,488	20	7.9%	16	1,215,563	28	148,434	24	12.2%	16
153,637	29	9.6%	11	737,739	34	114,914	29	16.6%	4
1,605,281	1	6.6%	20	10,568,591	1	1,099,332	1	10.7%	22
132,246	31	4.8%	42	1,603,698	20	96,668	31	6.5%	46
161,933	27	4.6%	44	1,217,397	27	85,822	32	7.0%	41
39,616	47	7.3%	18	301,105	47	37,055	44	12.5%	14
54,591	44	9.8%	8	310,731	46	68,242	36	22.0%	2
595,711	4	6.2%	24	3,297,885	9	367,634	6	11.3%	18
329,253	10	6.3%	23	1,991,262	18	272,377	10	14.1%	11
76,099	39	10.1%	6	395,652	41	55,918	37	15.3%	9
56,891	43	8.0%	14	389,321	42	34,482	46	9.6%	27
531,923	6	5.9%	26	4,770,742	6	384,575	4	8.3%	35
211,441	22	4.9%	39	1,998,323	17	161,019	23	8.3%	36
105,270	35	4.9%	40	1,326,335	24	83,422	33	6.4%	48
103,598	36	5.0%	37	1,082,519	30	71,781	35	6.9%	42
220,813	19	9.8%	9	1,107,143	29	174,707	21	16.0%	6
309,117	11	10.1%	6	1,581,307	21	223,104	13	14.6%	10
62,805	41	5.4%	32	408,246	40	40,527	41	9.9%	25
196,285	24	4.6%	44	2,001,409	16	168,882	22	8.5%	33
240,192	18	4.7%	43	3,255,662	10	210,451	14	6.5%	47
482,031	6	5.7%	29	4,955,906	4	349,179	6	7.2%	40
165,059	26	4.1%	48	2,238,117	12	123,907	26	5.9%	49
243,774	16	15.5%	1	752,562	33	182,672	18	25.1%	1
205,179	23	5.5%	31	1,832,251	19	188,333	17	10.6%	23
63,726	40	9.0%	12	413,342	39	37,537	44	9.4%	29
79,742	38	5.9%	27	680,882	36	49,455	39	7.6%	39
36,018	48	4.2%	47	380,278	43	20,100	49	6.7%	43
24,944	50	2.8%	51	339,572	44	21,683	48	6.6%	44
336,351	9	3.8%	50	4,118,571	8	271,261	11	6.6%	44
150,229	30	12.3%	3	659,868	37	102,762	30	16.6%	4
1,014,296	2	5.1%	36	9,540,439	2	776,950	2	8.2%	37
300,405	12	6.4%	22	2,043,876	15	278,427	9	13.8%	13
47,517	44	9.8%	10	276,820	50	30,257	47	11.2%	19
462,810	8	5.4%	33	4,666,595	6	334,147	8	7.7%	38
121,530	32	5.6%	30	1,319,899	25	175,230	20	14.1%	12
155,250	28	6.1%	25	1,352,570	23	118,379	28	9.6%	28
534,118	4	5.2%	35	5,464,736	4	511,119	4	9.9%	26
41,524	46	4.9%	41	364,827	44	37,560	43	10.3%	24
215,088	21	8.0%	15	1,016,301	31	175,992	19	17.8%	3
57,774	42	11.5%	4	280,868	49	42,384	40	15.4%	6
261,676	15	9.0%	13	1,390,889	22	196,082	15	15.4%	8
1,012,383	3	7.3%	19	6,482,058	3	680,365	3	11.6%	17
86,986	37	6.6%	21	702,423	35	55,247	38	8.5%	34
24,464	51	4.3%	46	220,646	51	19,147	50	8.8%	32
268,730	14	5.3%	34	2,198,838	14	233,071	12	11.0%	21
243,402	17	5.8%	28	2,227,162	13	191,930	16	9.0%	31
106,072	34	7.5%	17	764,776	32	81,570	34	11.1%	20
174,249	25	4.1%	49	2,354,687	11	118,496	27	5.6%	50
29,140	49	5.0	38	287,233	48	14,861	51	5.6%	51

TABLE 1.4 CURRENT EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION (IN THOUSANDS)

	Constant 1999-2000 Dollars	Nominal 1999-200 Dollars	Rank on Constant Dollar Expenditures	Constant 1999-2000 Dollars	Nominal 1989-1990 Dollars
United States	***308,443,197***	***308,443,197***		***257,745,258***	***186,771,926***
Alabama	3,610,683	3,610,683	28	3,139,822	2,275,233
Alaska	1,217,365	1,217,365	43	1,135,011	822,472
Arizona	3,869,440	3,869,440	26	3,120,152	2,260,980
Arkansas	2,478,502	2,478,502	32	1,938,272	1,404,545
California	35,481,955	35,481,955	1	29,650,379	21,485,782
Colorado	3,739,880	3,739,880	27	3,383,601	2,451,885
Connecticut	5,433,665	5,433,665	19	4,612,006	3,342,033
Delaware	911,261	911,261	46	706,171	511,718
District of Columbia	638,920	638,920	49	878,209	636,383
Florida	13,969,763	13,969,763	4	11,213,180	8,125,493
Georgia	8,471,318	8,471,318	10	6,091,342	4,414,016
Hawaii	1,157,693	1,157,693	44	965,968	699,977
Idaho	1,326,900	1,326,900	40	866,356	627,794
Illinois	12,468,018	12,468,018	7	11,213,180	8,125,493
Indiana	6,594,280	6,594,280	15	5,553,255	4,024,098
Iowa	2,987,814	2,987,814	31	2,766,544	2,004,742
Kansas	2,997,410	2,997,410	30	2,550,657	1,848,302
Kentucky	4,064,098	4,064,098	24	2,890,039	2,094,231
Louisiana	4,281,557	4,281,557	23	3,867,854	2,802,793
Maine	1,594,265	1,594,265	39	1,446,509	1,048,195
Maryland	6,074,527	6,074,527	18	5,306,270	3,845,123
Massachusetts	8,464,222	8,464,222	11	6,569,338	4,760,390
Michigan	12,672,855	12,672,855	6	11,075,357	8,025,621
Minnesota	6,404,766	6,404,766	17	4,794,669	3,474,398
Mississippi	2,299,473	2,299,473	34	2,033,854	1,473,807
Missouri	5,229,476	5,229,476	20	4,538,458	3,288,738
Montana	965,984	965,984	45	885,056	641,345
Nebraska	1,721,774	1,721,774	38	1,702,135	1,233,431
Nevada	1,812,984	1,812,984	37	983,799	712,898
New Hampshire	1,282,467	1,282,467	41	1,133,906	821,671
New Jersey	12,217,147	12,217,147	8	11,000,118	7,971,100
New Mexico	1,900,546	1,900,546	36	1,409,093	1,021,082
New York	27,929,341	27,929,341	2	24,965,550	18,090,978
North Carolina	7,147,208	7,147,208	12	5,918,094	4,288,474
North Dakota	520,270	520,270	51	633,960	459,391
Ohio	11,800,000	11,800,000	9	11,136,968	8,070,267
Oklahoma	3,532,879	3,532,879	29	2,632,183	1,907,379
Oregon	4,690,223	4,690,223	22	3,198,360	2,317,652
Pennsylvania	13,159,359	13,159,359	5	12,752,994	9,241,300
Rhode Island	1,241,277	1,241,277	42	1,086,017	786,969
South Carolina	3,996,737	3,996,737	25	3,210,025	2,326,105
South Dakota	693,144	693,144	48	617,104	447,177
Tennessee	4,868,490	4,868,490	21	3,851,315	2,790,808
Texas	24,319,431	24,319,431	3	17,614,257	12,763,954
Utah	1,921,040	1,921,040	35	1,540,426	1,116,251
Vermont	729,877	729,877	47	754,723	546,901
Virginia	6,973,124	6,973,124	13	6,295,386	4,561,874
Washington	6,552,536	6,552,536	16	4,877,726	3,534,584
West Virginia	2,469,631	2,469,631	33	4,877,726	1,316,173
Wisconsin	6,922,663	6,922,663	14	1,816,319	3,929,920
Wyoming	634,959	634,959	50	5,423,290	509,084

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991; National Education Association, Estimates of School Statistics, 2002.

Rank on Constant Dollar Expenditures	Constant 1999-2000 Dollars	Nominal 1979-80 Dollars	Rank on Constant Dollar Expenditures	Percent Change in Constant Expenditures 1979-80 to 1999-00
	224,759,238	*89,903,695*		
24	2,950,000	1,180,000	23	18.30%
39	966,008	386,403	39	20.65%
25	2,395,053	958,021	29	38.10%
33	1,959,730	783,892	34	20.93%
1	23,871,000	9,548,400	1	32.72%
23	3,459,853	1,383,941	22	7.49%
20	3,365,750	1,346,300	24	38.06%
49	655,298	262,119	47	28.09%
45	698,350	279,340	45	-9.30%
9	8,017,500	3,207,000	9	42.61%
12	4,234,920	1,693,968	18	50.01%
42	673,545	269,418	41	41.82%
46	820,820	328,328	43	38.14%
5	10,789,730	4,315,892	6	13.46%
14	4,761,685	1,904,674	12	27.79%
28	3,362,388	1,344,955	25	-12.54%
31	2,433,508	973,403	31	18.81%
29	2,266,025	906,410	28	44.24%
22	3,624,250	1,449,700	21	15.35%
38	1,085,000	434,000	38	31.94%
16	4,253,543	1,701,417	16	29.98%
10	6,519,900	2,607,960	10	22.97%
6	10,579,023	4,231,609	4	16.52%
17	4,600,448	1,840,179	13	28.17%
32	1,752,500	701,000	32	23.79%
19	3,848,108	1,539,243	19	26.42%
44	1,016,750	406,700	42	-5.26%
35	1,377,613	551,045	36	19.99%
43	828,555	331,422	46	54.30%
41	809,650	323,860	44	36.87%
8	8,390,000	3,356,000	8	31.33%
37	1,581,838	632,735	37	16.77%
2	22,670,000	9,068,000	2	18.83%
13	5,525,300	2,210,120	14	22.69%
50	620,103	248,041	49	-19.19%
7	9,597,750	3,839,100	7	18.66%
30	2,758,250	1,103,300	26	21.93%
26	2,908,000	1,163,200	27	38.00%
4	13,222,348	5,288,939	5	-0.48%
40	829,008	331,603	40	33.21%
27	2,343,445	937,378	30	41.37%
51	701,125	280,450	50	-1.15%
21	3,001,873	1,200,749	20	38.34%
3	13,140,045	5,256,018	3	45.97%
36	1,662,573	665,029	35	13.45%
48	446,083	178,433	51	38.88%
11	5,044,510	2,017,804	17	27.66%
18	5,679,745	2,271,898	15	13.32%
34	1,574,495	629,798	33	36.25%
15	5,086,253	2,034,501	11	26.53%
47	682,770	273,108	48	-7.53%

Note: Constant figures expressed in 1999-2000 dollars.

TABLE 1.5 TOTAL EXPENDITURES FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION, BY FUNCTION AND STATE, 1997-98 (IN THOUSANDS)

	Current Expenditures for Elementary and Secondary Programs							
		Current Expenditures for Public		Student Services				
	Total Expenditures	Schools	Instruction	Total	Student Support (3)	Instructional Staff (4)	General Administration	School Administration
United States	***$334,321,587***	***$285,489,511***	***$176,522,907***	***$96,473,458***	***$14,201,252***	***$11,974,208***	***$5,870,283***	***$16,174,860***
Alabama	4,253,187	3,633,159	2,219,708	1,157,714	147,595	140,321	100,421	220,744
Alaska	1,211,263	1,092,750	622,396	433,239	54,469	64,582	59,221	66,795
Arizona	4,836,351	3,740,638	2,163,076	1,350,041	165,676	121,515	149,952	197,163
Arkansas	2,382,510	2,149,237	1,362,690	635,730	94,234	84,877	72,674	50,854
California	37,963,799	32,759,492	20,033,782	11,412,151	1,695,483	1,551,735	186,389	2,414,133
Colorado	4,702,068	3,886,872	2,247,424	1,498,236	149,679	160,538	65,429	253,594
Connecticut	5,362,691	4,765,077	3,031,206	1,504,057	255,820	149,454	92,437	262,770
Delaware	920,608	830,731	514,269	275,908	38,064	11,614	8,841	46,799
District of Columbia	717,102	647,202	283,484	339,974	76,532	62,995	25,147	35,297
Florida	15,489,121	12,737,325	7,500,075	4,606,310	624,682	740,283	142,553	790,498
Georgia	9,002,447	7,770,241	4,833,424	2,492,010	369,716	[432,611	105,456	482,381
Hawaii	1,302,860	1,112,351	712,023	328,520	58,092	36,144	5,081	74,853
Idaho	1,353,036	1,153,778	717,677	385,470	62,570	38,150	32,190	68,219
Illinois	14,961,549	12,473,064	7,568,726	4,472,681	699,574	535,203	351,552	671,071
Indiana	7,565,185	6,234,563	3,897,221	2,061,399	267,544	186,098	111,595	347,453
Iowa	3,395,593	3,005,421	1,842,537	1,017,529	190,705	143,104	87,968	155,056
Kansas	2,972,972	2,684,244	1,546,598	1,002,331	148,838	113,079	103,116	178,907
Kentucky	3,759,844	3,489,205	2,133,659	1,153,036	127,885	169,656	106,624	184,275
Louisiana	4,456,849	4,030,379	2,415,114	1,279,565	158,157	170,558	97,256	220,714
Maine	1,563,869	1,433,175	964,342	417,833	43,394	41,347	27,605	81,637
Maryland	6,511,446	5,843,685	3,661,049	1,901,323	238,374	256,756	32,372	391,347
Massachusetts	7,740,557	7,381,784	4,899,352	2,240,641	361,589	236,443	157,579	325,588
Michigan	14,508,276	12,003,818	7,044,614	4,604,271	764,157	525,738	260,692	756,139
Minnesota	6,808,821	5,452,571	3,423,447	1,804,163	174,989	284,310	83,155	227,466
Mississippi	2,554,589	2,164,592	1,327,436	682,395	80,324	90,020	66,964	121,796
Missouri	5,876,065	5,067,720	3,108,316	1,740,933	226,426	207,321	154,554	306,426
Montana	1,031,934	929,197	580,901	310,256	43,318	32,795	29,410	49,601
Nebraska	1,971,715	1,743,775	1,096,437	517,114	69,940	60,614	62,252	88,761
Nevada	2,032,499	1,570,576	944,837	575,767	61,108	54,461	23,383	114,334
New Hampshire	1,369,685	1,241,255	810,161	387,633	67,318	35,887	43,292	69,584
New Jersey	13,442,330	12,056,560	7,293,294	4,398,670	959,312	343,163	355,197	645,358
New Mexico	1,966,188	1,659,891	949,678	629,290	144,256	78,689	43,734	83,791
New York	29,879,111	25,332,735	17,220,209	7,412,444	951,018	639,995	535,309	1,037,932
North Carolina	7,859,849	6,497,648	4,072,780	2,015,605	327,403	236,028	129,024	421,994
North Dakota	668,209	599,443	367,111	183,738	19,090	14,702	28,887	28,549
Ohio	13,154,497	11,448,722	6,752,805	4,267,606	583,726	623,474	282,367	671,772
Oklahoma	3,459,677	3,138,690	1,860,769	1,085,992	178,959	97,083	121,846	175,939
Oregon	3,937,825	3,474,714	2,072,977	1,281,385	180,695	142,813	71,904	227,190
Pennsylvania	15,723,939	13,084,859	8,338,422	4,261,130	600,437	437,749	382,292	581,984
Rhode Island	1,268,204	1,215,595	815,847	366,562	75,207	43,011	26,190	58,608
South Carolina	4,260,086	3,507,017	2,087,547	1,202,316	227,878	199,192	47,422	219,021
South Dakota	792,448	665,082	409,201	218,910	26,404	22,488	19,042	37,296
Tennessee	5,021,961	4,409,338	2,867,088	1,318,057	141,597	237,856	91,012	227,501
Texas	25,690,633	21,188,676	13,013,001	7,052,149	990,045	978,990	415,016	1,177,745
Utah	2,396,340	1,916,688	1,265,282	541,639	68,496	73,774	19,084	111,697
Vermont	829,696	749,786	486,174	240,947	45,209	22,998	21,559	50,023
Virginia	7,839,736	6,739,003	4,108,526	2,275,431	320,125	384,781	68,914	401,260
Washington	7,265,616	5,986,648	3,520,728	2,185,775	486,722	280,496	134,685	287,587
West Virginia	2,139,256	1,905,940	1,181,952	610,863	62,016	52,326	50,144	106,869
Wisconsin	7,442,064	6,280,696	3,966,885	2,120,618	262,941	305,274	168,152	331,842
Wyoming	705,430	603,901	366,647	216,104	33,463	21,118	13,3[illegible]	36,650

1 Includes expenditures for adult education, community colleges, private school programs funded by local and state education agencies, and community services.

2 Includes expenditures for property and for building and alterations completed by school district staff or contractors.

3 Includes expenditures for health, attendance, and speech pathology services.

4 Includes expenditures for curriculum development, staff training, libraries, and media and computer centers.

5 Includes expenditures for operations funded by sales of products or services (e.g., school bookstore or computer time).

Note: Excludes expenditures for state education agencies. Detail may not sum to totals due to rounding.

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey. (This table was prepared May 2000.)

Operation and Maintenance	Student Transportation	Other Support Services	Food Services	Enterprise Operations (5)	Other Current Expenditures (1)	Capital Outlay (2)	Interest on School Debt
$27,951,986	*$11,465,499*	*$8,835,370*	*$11,716,700*	*$776,446*	*$4,884,959*	*$36,168,091*	*$7,779,02*
318,060	153,941	76,632	255,738	0	103,049	464,941	52,039
148,134	37,752	2,285	31,919	5,195	5,203	94,036	19,273
417,852	154,338	143,545	180,773	46,748	39,412	782,859	273,442
206,792	88,249	38,049	128,808	22,009	13,128	170,680	49,464
3,235,743	855,707	1,472,961	1,303,737	9,822	603,058	4,413,964	187,285
385,382	116,207	367,408	131,924	9,288	23,346	625,711	166,138
433,559	214,915	95,102	128,477	101,337	90,598	393,437	113,580
80,409	47,711	42,471	40,553	0	14,443	63,209	12,226
96,131	23,219	20,652	23,744	0	3,389	59,891	6,620
1,389,206	537,922	381,166	630,939	0	428,230	1,955,197	368,369
622,910	287,713	191,222	439,137	5,671	43,564	1,023,052	165,590
99,849	20,147	34,353	71,809	0	32,421	122,344	35,744
112,222	52,709	19,410	50,631	0	3,166	165,700	30,392
1,287,251	578,535	349,496	431,657	0	112,211	1,983,418	392,855
672,192	337,456	139,060	275,943	0	47,385	775,837	507,401
257,418	91,481	91,797	134,454	10,901	18,111	323,901	46,159
288,223	110,287	59,880	135,315	0	3,200	200,487	85,041
315,701	177,706	71,190	202,509	0	43,038	158,000	69,602
347,892	215,981	69,006	283,275	52,426	17,187	310,114	99,169
134,807	64,992	24,051	50,950	50	16,677	80,035	33,983
558,606	289,648	134,219	182,178	99,135	21,101	570,331	76,329
685,180	329,775	144,487	241,792	0	74,128	143,271	141,374
1,270,308	496,342	530,895	354,933	0	301,738	1,784,442	418,278
463,496	303,436	267,312	224,961	0	256,272	870,072	229,907
198,675	89,940	34,678	154,154	607	15,599	334,036	40,363
492,936	274,288	78,983	218,471	0	104,760	555,460	148,126
94,555	40,637	19,941	37,045	996	6,517	84,360	11,861
154,335	49,410	31,801	69,726	60,497	3,006	195,257	29,676
156,292	62,529	103,661	49,972	0	11,117	340,992	109,813
105,384	54,975	11,193	43,461	0	3,255	94,624	30,551
1,238,018	620,482	237,140	304,207	60,389	152,276	1,048,357	185,138
167,977	85,709	25,135	79,755	1,168	9,276	268,449	28,573
2,273,966	1,269,761	704,464	700,082	0	997,765	2,894,218	654,393
530,537	239,886	130,733	409,263	0	51,067	1,078,480	232,654
52,357	28,524	11,629	30,143	18,451	4,750	56,900	7,116
1,087,701	293,978	724,589	425,007	3,304	351,005	1,130,198	224,572
338,420	100,758	72,986	161,992	29,938	9,370	281,077	30,539
355,994	141,770	161,018	115,007	5,345	19,112	356,105	87,894
1,300,242	605,726	352,701	465,755	19,552	309,519	1,671,199	658,362
97,651	50,157	15,739	33,186	0	7,087	25,185	20,338
317,973	107,987	82,843	198,017	19,137	42,070	619,024	91,975
66,481	24,563	22,636	34,423	2,548	974	111,261	15,130
411,647	150,516	57,927	224,193	0	22,172	494,962	95,488
2,352,424	574,831	563,098	1,123,527	0	132,534	3,568,199	801,224
177,180	55,287	36,121	103,713	6,055	56,239	355,873	67,540
60,668	24,899	15,591	22,024	640	2,258	63,540	14,112
669,244	295,995	135,112	261,147	93,900	140,543	784,985	175,204
584,794	232,453	179,037	189,096	91,049	30,915	992,988	255,065
191,567	121,145	26,796	112,938	186	28,007	191,060	14,250
576,211	258,297	217,901	193,092	101	58,227	946,518	156,623
71,434	24,828	15,269	21,150	0	1,488	87,855	12,185

TABLE 1.6 EXPENDITURES PER PUBLIC ELEMENTARY AND SECONDARY SCHOOLS (GROSS EXPENDITURES IN THOUSANDS), REAL PER PUPIL EXPENDITURES

	1999-2000				1989-1990	
	Nominal Expenditures	Real Expenditures	Real Per Pupil	Rank	Nominal Expenditures	Real Expenditures
United States	***308,443,197***	***308,443,197***	***6,627***		***186,771,926***	***257,745,258***
Alabama	3,610,683	3,610,683	4,946	47	2,275,233	3,139,822
Alaska	1,217,365	1,217,365	8,834	4	822,472	1,135,011
Arizona	3,869,440	3,869,440	4,505	50	2,260,980	3,120,152
Arkansas	2,478,502	2,478,502	5,540	42	1,404,545	1,938,272
California	35,481,955	35,481,955	5,967	33	21,485,782	29,650,379
Colorado	3,739,880	3,739,880	5,282	46	2,451,885	3,383,601
Connecticut	5,433,665	5,433,665	9,792	2	3,342,033	4,612,006
Delaware	911,261	911,261	8,022	9	511,718	706,171
District of Columbia	638,920	638,920	8,277	8	636,383	878,209
Florida	13,969,763	13,969,763	5,872	35	8,125,493	11,213,180
Georgia	8,471,318	8,471,318	5,953	34	4,414,016	6,091,342
Hawaii	1,157,693	1,157,693	6,257	24	699,977	965,968
Idaho	1,326,900	1,326,900	5,411	43	627,794	866,356
Illinois	12,468,018	12,468,018	6,149	27	8,125,493	11,213,180
Indiana	6,594,280	6,594,280	6,674	19	4,024,098	5,553,255
Iowa	2,987,814	2,987,814	6,008	31	2,004,742	2,766,544
Kansas	2,997,410	2,997,410	6,386	23	1,848,302	2,550,657
Kentucky	4,064,098	4,064,098	6,425	22	2,094,231	2,890,039
Louisiana	4,281,557	4,281,557	5,701	39	2,802,793	3,867,854
Maine	1,594,265	1,594,265	7,619	12	1,048,195	1,446,509
Maryland	6,074,527	6,074,527	7,174	16	3,845,123	5,306,270
Massachusetts	8,464,222	8,464,222	8,750	5	4,760,390	6,569,338
Michigan	12,672,855	12,672,855	7,451	13	8,025,621	11,075,357
Minnesota	6,404,766	6,404,766	7,435	14	3,474,398	4,794,669
Mississippi	2,299,473	2,299,473	4,605	48	1,473,807	2,033,854
Missouri	5,229,476	5,229,476	5,846	37	3,288,738	4,538,458
Montana	965,984	965,984	6,131	28	641,345	885,056
Nebraska	1,721,774	1,721,774	6,000	32	1,233,431	1,702,135
Nevada	1,812,984	1,812,984	5,568	41	712,898	983,799
New Hampshire	1,282,467	1,282,467	6,202	25	821,671	1,133,906
New Jersey	12,217,147	12,217,147	9,775	3	7,971,100	11,000,118
New Mexico	1,900,546	1,900,546	5,861	36	1,021,082	1,409,093
New York	27,929,341	27,929,341	9,797	1	18,090,978	24,965,550
North Carolina	7,147,208	7,147,208	5,724	38	4,288,474	5,918,094
North Dakota	520,270	520,270	4,512	49	459,391	633,960
Ohio	11,800,000	11,800,000	6,479	21	8,070,267	11,136,968
Oklahoma	3,532,879	3,532,879	5,634	40	1,907,379	2,632,183
Oregon	4,690,223	4,690,223	8,605	6	2,317,652	3,198,360
Pennsylvania	13,159,359	13,159,359	7,243	15	9,241,300	12,752,994
Rhode Island	1,241,277	1,241,277	7,990	10	786,969	1,086,017
South Carolina	3,996,737	3,996,737	6,113	29	2,326,105	3,210,025
South Dakota	693,144	693,144	5,369	45	447,177	617,104
Tennessee	4,868,490	4,868,490	5,387	44	2,790,808	3,851,315
Texas	24,319,431	24,319,431	6,092	30	12,763,954	17,614,257
Utah	1,921,040	1,921,040	4,036	51	1,116,251	1,540,426
Vermont	729,877	729,877	6,981	17	546,901	754,723
Virginia	6,973,124	6,973,124	6,149	26	4,561,874	6,295,386
Washington	6,552,536	6,552,536	6,528	20	3,534,584	4,877,726
West Virginia	2,469,631	2,469,631	8,488	7	1,316,173	1,816,319
Wisconsin	6,922,663	6,922,663	7,886	11	3,929,920	5,423,290
Wyoming	634,959	634,959	6,911	18	509,084	702,536

Note: Real expenditures have been adjusted to 1999-2000 dollars.

Source: U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991, and 2001.

1979-1980					
Real Per Pupil	Rank	Nominal Expenditures	Real Expenditures	Real Per Pupil	Rank
6,360		*89,903,695*	*224,759,238*	*5,406*	
4,341	48	1,180,000	2,950,000	3,912	47
10,386	2	386,403	966,008	10,906	1
5,135	40	958,021	2,395,053	4,703	36
4,456	47	783,892	1,959,730	4,325	42
6,213	24	9,548,400	23,871,000	5,898	17
6,013	26	1,383,941	3,459,853	6,285	11
9,992	4	1,346,300	3,365,750	5,940	14
7,220	12	262,119	655,298	6,299	9
10,802	1	279,340	698,350	6,579	6
6,327	20	3,207,000	8,017,500	5,315	24
5,407	35	1,693,968	4,234,920	3,927	46
5,699	31	269,418	673,545	3,994	44
4,031	50	328,328	820,820	4,048	44
6,239	23	4,315,892	10,789,730	5,281	25
5,820	29	1,904,674	4,761,685	4,393	41
5,782	30	1,344,955	3,362,388	6,132	13
5,920	27	973,403	2,433,508	5,754	18
4,582	44	906,410	2,266,025	3,347	51
4,940	41	1,449,700	3,624,250	4,528	39
6,767	16	434,000	1,085,000	4,762	32
7,593	10	1,701,417	4,253,543	5,469	22
7,957	8	2,607,960	6,519,900	6,295	10
7,024	13	4,231,609	10,579,023	5,686	20
6,483	18	1,840,179	4,600,448	5,913	16
4,051	49	701,000	1,752,500	3,636	49
5,617	32	1,539,243	3,848,108	4,408	40
5,851	28	406,700	1,016,750	6,427	8
6,283	22	551,045	1,377,613	4,798	31
5,266	38	331,422	828,555	5,608	21
6,604	17	323,860	809,650	4,747	33
10,223	3	3,356,000	8,390,000	6,515	6
4,760	43	632,735	1,581,838	5,740	19
9,730	4	9,068,000	22,670,000	7,635	2
5,476	34	2,210,120	5,525,300	4,804	30
5,381	36	248,041	620,103	5,269	26
6,302	21	3,839,100	9,597,750	4,739	34
4,549	46	1,103,300	2,758,250	4,727	35
6,771	15	1,163,200	2,908,000	6,225	12
7,704	9	5,288,939	13,222,348	6,716	4
8,001	6	331,603	829,008	5,380	23
5,210	39	937,378	2,343,445	3,751	48
4,847	42	280,450	701,125	5,239	27
4,699	44	1,200,749	3,001,873	3,466	50
5,292	37	5,256,018	13,140,045	4,574	37
3,521	51	665,029	1,662,573	4,992	28
7,963	6	178,433	446,083	4,536	38
6,389	19	2,017,804	5,044,510	4,891	29
6,020	25	2,271,898	5,679,745	7,426	3
5,545	33	629,798	1,574,495	4,054	43
6,927	14	2,034,501	5,086,253	5,929	15
7,230	11	273,108	682,770	7,149	4

TABLE 1.7 EXPENDITURES PER PUPIL RANKED BY 1999-2000

	1999-2000	Rank	1989-1990	Rank	1979-1980	Rank
United States	**6,627**		**6,360**		**5,406**	
New York	9,797	1	9,730	5	7,635	2
Connecticut	9,792	2	9,992	4	5,940	14
New Jersey	9,775	3	10,223	3	6,515	7
Alaska	8,834	4	10,386	2	10,906	1
Massachusetts	8,750	5	7,957	8	6,295	10
Oregon	8,605	6	6,771	15	6,225	12
West Virginia	8,488	7	5,545	33	4,054	43
District of Columbia	8,277	8	10,802	1	6,579	6
Delaware	8,022	9	7,220	12	6,299	9
Rhode Island	7,990	10	8,001	6	5,380	23
Wisconsin	7,886	11	6,927	14	5,929	15
Maine	7,619	12	6,767	16	4,762	32
Michigan	7,451	13	7,024	13	5,686	20
Minnesota	7,435	14	6,483	18	5,913	16
Pennsylvania	7,243	15	7,704	9	6,716	5
Maryland	7,174	16	7,593	10	5,469	22
Vermont	6,981	17	7,963	7	4,536	38
Wyoming	6,911	18	7,230	11	7,149	4
Indiana	6,674	19	5,820	29	4,393	41
Washington	6,528	20	6,020	25	7,426	3
Ohio	6,479	21	6,302	21	4,739	34
Kentucky	6,425	22	4,582	45	3,347	51
Kansas	6,386	23	5,920	27	5,754	18
Hawaii	6,257	24	5,699	31	3,994	45
New Hampshire	6,202	25	6,604	17	4,747	33
Virginia	6,149	26	6,389	19	4,891	29
Illinois	6,149	27	6,239	23	5,281	25
Montana	6,131	28	5,851	28	6,427	8
South Carolina	6,113	29	5,210	39	3,751	48
Texas	6,092	30	5,292	37	4,574	37
Iowa	6,008	31	5,782	30	6,132	13
Nebraska	6,000	32	6,283	22	4,798	31
California	5,967	33	6,213	24	5,898	17
Georgia	5,953	34	5,407	35	3,927	46
Florida	5,872	35	6,327	20	5,315	24
New Mexico	5,861	36	4,760	43	5,740	19
Missouri	5,846	37	5,617	32	4,408	40
North Carolina	5,724	38	5,476	34	4,804	30
Louisiana	5,701	39	4,940	41	4,528	39
Oklahoma	5,634	40	4,549	46	4,727	35
Nevada	5,568	41	5,266	38	5,608	21
Arkansas	5,540	42	4,456	47	4,325	42
Idaho	5,411	43	4,031	50	4,048	44
Tennessee	5,387	44	4,699	44	3,466	50
South Dakota	5,369	45	4,847	42	5,239	27
Colorado	5,282	46	6,013	26	6,285	11
Alabama	4,946	47	4,341	48	3,912	47
Mississippi	4,605	48	4,051	49	3,636	49
North Dakota	4,512	49	5,381	36	5,269	26
Arizona	4,505	50	5,135	40	4,703	36
Utah	4,036	51	3,521	51	4,992	28

TABLE 1.8 CHANGE IN CONSTANT TOTAL EXPENDITURES PER PUPIL, RANKED BY PERCENT CHANGE 1979-99

	1979-1999 Percent Change	Rank	1989-1999 Percent Change	Rank	1979-1989 Percent Change	Rank
United States	***22.60%***		***4.2%***		***17.7%***	
West Virginia	109.39%	1	53.1%	1	36.8%	13
Kentucky	91.98%	2	40.2%	2	36.9%	12
Connecticut	64.85%	3	-2.0%	36	68.2%	2
South Carolina	62.99%	4	17.3%	8	38.9%	9
Maine	59.98%	5	12.6%	18	42.1%	7
Hawaii	56.67%	6	9.8%	23	42.7%	6
Tennessee	55.42%	7	14.6%	13	35.6%	14
Vermont	53.88%	8	-12.3%	48	75.5%	1
Indiana	51.91%	9	14.7%	11	32.5%	16
Georgia	51.61%	10	10.1%	21	37.7%	11
New Jersey	50.04%	11	-4.4%	39	56.9%	4
Rhode Island	48.52%	12	-0.1%	34	48.7%	5
Massachusetts	39.00%	13	10.0%	22	26.4%	21
Oregon	38.23%	14	27.1%	4	8.8%	35
Ohio	36.72%	15	2.8%	32	33.0%	15
Idaho	33.66%	16	34.2%	3	-0.4%	41
Texas	33.19%	17	15.1%	10	15.7%	26
Wisconsin	33.00%	18	13.8%	16	16.8%	25
Missouri	32.63%	19	4.1%	30	27.4%	20
Maryland	31.18%	20	-5.5%	42	38.8%	10
Michigan	31.03%	21	6.1%	26	23.5%	22
New Hampshire	30.64%	22	-6.1%	44	39.1%	8
New York	28.32%	23	0.7%	33	27.4%	19
Arkansas	28.10%	24	24.3%	5	3.0%	37
Delaware	27.35%	25	11.1%	19	14.6%	28
Mississippi	26.65%	26	13.7%	17	11.4%	30
Alabama	26.44%	27	13.9%	15	11.0%	31
Louisiana	25.92%	28	15.4%	9	9.1%	34
District of Columbia	25.82%	29	-23.4%	51	64.2%	3
Minnesota	25.74%	30	14.7%	12	9.6%	32
Virginia	25.73%	31	-3.8%	37	30.6%	18
Nebraska	25.04%	32	-4.5%	41	30.9%	17
Oklahoma	19.18%	33	23.8%	6	-3.8%	42
North Carolina	19.15%	34	4.5%	29	14.0%	29
Illinois	16.45%	35	-1.4%	35	18.1%	24
Kansas	10.98%	36	7.9%	25	2.9%	38
Florida	10.48%	37	-7.2%	45	19.0%	23
Pennsylvania	7.86%	38	-6.0%	43	14.7%	27
South Dakota	2.50%	39	10.8%	20	-7.5%	47
New Mexico	2.11%	40	23.1%	7	-17.1%	49
California	1.18%	41	-4.0%	38	5.4%	36
Nevada	-0.72%	42	5.7%	27	-6.1%	46
Iowa	-2.02%	43	3.9%	31	-5.7%	45
Wyoming	-3.34%	44	-4.4%	40	1.1%	40
Arizona	-4.20%	45	-12.3%	47	9.2%	33
Montana	-4.60%	46	4.8%	28	-9.0%	48
Washington	-12.08%	47	8.4%	24	-18.9%	50
North Dakota	-14.37%	48	-16.2%	50	2.1%	39
Colorado	-15.96%	49	-12.2%	46	-4.3%	43
Alaska	-19.00%	50	-14.9%	49	-4.8%	44
Utah	-19.15%	51	14.6%	14	-29.5%	51

Source: Author's tabulations

TABLE 1.9 STAFF EMPLOYED IN PUBLIC SCHOOL SYSTEMS, BY TYPE OF ASSIGNMENT: FALL 1998

	Total	School District Officials and Administrators	School District Administrative Support Staff	Instruction Coordinators	School District Principals and Assistant Principals	School and Library Support Staff
United States	*5,416,699*	*50,813*	*155,281*	*36,864*	*129,278*	*246,375*
Alabama	87,641	681	1,222	572	2,788	2,632
Alaska	15,684	106	528	128	836	818
Arizona	85,009	408	749	184	1,899	6,935
Arkansas	40,775	596	201	221	1,492	883
California	514,422	2,271	21,353	5,860	11,760	32,731
Colorado	76,125	856	2,179	619	1,859	4,146
Connecticut	77,410	1,105	1,718	408	1,894	3,546
Delaware	12,869	87	429	51	415	490
District of Columbia	9,840	45	347	125	271	240
Florida	262,170	1,598	13,597	823	5,988	12,940
Georgia	177,832	1,686	1,940	1,096	4,284	8,217
Hawaii	17,354	132	252	402	493	722
Idaho	23,833	117	513	246	710	977
Illinois	234,721	3,643	6,068	2,147	5,487	10,754
Indiana	124,097	914	565	1,443	2,880	8,265
Iowa	65,967	814	747	367	1,684	4,640
Kansas	60,829	1,017	1,030	106	1,712	2,552
Kentucky	91,088	1,046	2,721	395	1,829	2,006
Louisiana	99,401	288	721	1,118	2,547	3,067
Maine	31,298	471	681	155	891	1,352
Maryland	93,313	701	771	731	3,395	5,049
Massachusetts	126,843	1,073	6,701	1,240	2,195	3,421
Michigan	209,413	2,181	3,534	836	5,603	8,435
Minnesota	96,009	383	2,374	1,331	1,764	6,182
Mississippi	65,023	971	1,663	574	1,653	2,270
Missouri	115,847	1,340	7,581	793	2,819	4,790
Montana	19,024	155	483	135	537	856
Nebraska	38,207	546	778	251	946	1,583
Nevada	29,132	211	634	113	847	1,409
New Hampshire	25,574	391	509	160	512	884
New Jersey	171,196	1,686	6,898	1,324	4,309	8,905
New Mexico	41,125	792	1,278	664	916	2,627
New York	376,189	2,484	25,169	1,481	7,047	6,759
North Carolina	152,899	1,495	80	680	4,307	33
North Dakota	14,765	451	170	87	409	516
Ohio	209,689	5,453	10,087	400	977	14,193
Oklahoma	70,762	728	1,775	140	1,979	3,358
Oregon	53,781	810	1,480	304	1,618	3,632
Pennsylvania	209,862	1,431	8,027	1,522	4,054	9,737
Rhode Island	17,832	167	381	66	395	929
South Carolina	81,370	245	2,005	443	2,300	3,554
South Dakota	16,525	361	285	121	419	683
Tennessee	110,069	1,840	2,414	962	4,388	5,132
Texas	506,134	2,738	2,773	1,103	12,564	23,452
Utah	39,198	105	716	547	995	2,030
Vermont	16,817	147	121	267	408	775
Virginia	146,267	1,733	1,645	1,380	3,686	6,218
Washington	93,750	1,094	2,340	734	2,627	4,800
West Virginia	38,655	330	1,890	348	1,062	315
Wisconsin	109,266	896	2,834	1,509	2,486	5,178
Wyoming	13,798	194	324	152	342	767

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey, and unpublished estimates.

Teachers	Instructional Aids	Guidance Counselors	Librarians	Student Support Services Staff	Other Support Staff
2,826,146	*587,158*	*93,058*	*52,216*	*143,687*	*1,095,823*
47,753	6,752	1,785	1,278	527	21,851
8,118	2,162	235	149	287	2,317
42,352	11,560	1,093	780	8,094	10,955
27,953	3,231	1,179	930	2,944	1,145
281,686	59,113	5,760	1,297	11,274	81,317
39,434	8,051	1,121	702	2,732	14,436
38,772	9,950	1,175	719	3,722	14,401
7,074	1,014	227	120	516	2,446
5,187	384	242	135	200	2,664
126,796	28,882	5,208	2,635	9,083	54,620
88,658	22,809	2,763	1,991	3,637	40,751
10,639	1,042	576	290	557	2,249
13,426	2,375	585	194	439	4,251
121,758	27,413	2,881	1,914	7,360	45,296
58,084	17,785	1,788	1,075	1,738	29,560
32,822	7,725	1,300	733	3,080	12,055
32,003	5,955	1,117	971	1,014	13,352
40,803	13,909	1,293	1,098	2,042	23,946
49,124	10,379	2,983	1,211	1,101	26,862
15,890	4,686	601	245	1,176	5,150
49,840	7,712	1,957	1,083	1,524	20,550
69,752	16,457	2,302	644	2,000	21,058
93,220	21,878	3,054	1,566	8,098	61,008
50,565	12,595	963	410	2,368	17,074
31,140	9,037	953	984	2,224	13,554
62,222	9,191	2,516	1,497	3,473	19,825
10,221	2,180	428	356	70	3,603
20,310	3,954	745	550	1,022	7,522
16,415	2,148	637	274	1,237	5,207
13,290	4,336	689	269	477	4,057
92,264	16,542	3,295	1,797	9,150	25,026
19,981	4,781	706	266	1,715	7,399
197,253	34,221	5,648	3,027	8,395	84,705
79,531	25,785	3,155	2,247	3,679	31,907
7,974	1,678	254	191	425	2,610
113,986	12,897	3,381	1,688	1,414	45,213
40,886	5,639	1,460	929	1,118	12,750
27,152	7,337	1,218	588	1,247	8,395
111,065	18,685	3,830	2,198	9,363	39,950
11,124	1,994	317	64	387	2,008
43,689	9,057	1,581	1,123	2,408	14,965
9,273	1,893	341	177	460	2,512
59,258	11,742	1,689	1,457	2,762	18,425
259,739	51,844	8,771	4,508	4,250	134,392
21,501	4,995	726	300	456	6,827
8,221	3,593	365	213	616	2,091
79,393	13,937	3,300	2,097	2,918	29,960
49,671	9,661	1,851	1,286	2,800	16,886
20,989	3,079	640	358	1,097	8,547
61,176	11,590	2,005	1,459	4,376	15,757
6,713	1,543	369	143	635	2,616

TABLE 1.10 AVERAGE DAILY ATTENDANCE (ADA) AND ADA AS A PERCENTAGE OF TOTAL ENROLLMENT

	ADA	1999-2000 ADA as Percent of Enrollment	Rank	ADA
United States	***43,161,573***	***92.7%***		***37,778,512***
Alabama	705,550	96.6%	3	683,833
Alaska	113,653	82.5%	51	98,213
Arizona	795,176	92.6%	29	557,252
Arkansas	440,645	98.5%	1	403,025
California	5,693,496	95.7%	4	4,893,341
Colorado	656,700	92.7%	26	519,419
Connecticut	528,260	95.2%	6	439,524
Delaware	105,311	92.7%	27	89,838
District of Columbia	64,323	83.3%	50	71,468
Florida	2,137,477	89.9%	46	1,646,583
Georgia	1,326,323	93.2%	21	1,054,097
Hawaii	170,818	92.3%	32	157,360
Idaho	230,528	94.0%	11	203,987
Illinois	1,855,334	91.5%	36	1,587,733
Indiana	909,086	92.0%	33	884,568
Iowa	467,888	94.1%	10	450,224
Kansas	419,278	89.3%	47	388,986
Kentucky	576,222	91.1%	38	569,795
Louisiana	708,975	94.4%	8	727,125
Maine	195,071	93.2%	20	195,089
Maryland	788,493	93.1%	23	620,617
Massachusetts	903,754	93.4%	18	763,231
Michigan	1,564,814	92.0%	34	1,446,996
Minnesota	799,075	92.8%	25	699,001
Mississippi	468,764	93.9%	13	476,048
Missouri	838,871	93.8%	14	729,693
Montana	142,027	90.1%	44	135,406
Nebraska	261,844	91.2%	37	254,754
Nevada	288,531	88.6%	48	173,149
New Hampshire	187,501	90.7%	40	154,915
New Jersey	1,163,087	93.1%	24	997,561
New Mexico	291,828	90.0%	45	290,245
New York	2,584,305	90.7%	41	2,244,110
North Carolina	1,155,585	92.6%	30	1,004,901
North Dakota	112,597	97.6%	2	109,659
Ohio	1,650,000	90.6%	42	1,571,325
Oklahoma	586,254	93.5%	17	543,170
Oregon	473,258	86.8%	49	419,771
Pennsylvania	1,682,200	92.6%	28	1,524,839
Rhode Island	141,493	91.1%	39	125,934
South Carolina	624,456	95.5%	5	569,028
South Dakota	120,819	93.6%	15	119,823
Tennessee	842,347	93.2%	22	761,766
Texas	3,691,551	92.5%	31	3,075,333
Utah	448,581	94.2%	9	408,917
Vermont	99,282	95.0%	7	87,832
Virginia	1,065,670	94.0%	12	989,197
Washington	937,137	93.4%	19	755,141
West Virginia	267,347	91.9%	35	301,947
Wisconsin	794,078	90.5%	43	711,466
Wyoming	85,910	93.5%	16	91,277

Source: National Education Association Estimates of School Statistics 2002; U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991.

1989-1990 ADA as Percent of Enrollment	Rank	ADA	1979-80 ADA as Percent of Enrollment	Rank
93.2%		*38,372,788*	*92.3%*	
94.5%	6	720,887	95.6%	6
89.9%	43	77,957	88.0%	48
91.7%	36	478,700	94.0%	12
92.7%	27	423,610	93.5%	17
102.5%	1	4,035,409	99.7%	1
92.3%	31	501,484	91.1%	36
95.2%	4	508,907	89.8%	43
91.9%	34	93,840	90.2%	40
87.9%	49	89,395	84.2%	51
92.9%	19	1,417,000	93.9%	14
na		986,905	91.5%	33
92.8%	21	152,877	90.6%	38
94.9%	4	190,867	94.1%	10
88.3%	48	1,869,206	91.5%	34
92.7%	24	950,714	87.7%	49
94.1%	10	512,000	93.4%	21
90.3%	41	379,148	89.6%	44
90.3%	39	619,868	91.5%	32
92.9%	20	740,000	92.4%	25
91.3%	37	212,500	93.3%	23
88.8%	47	686,716	88.3%	47
92.4%	28	942,483	91.0%	37
91.8%	35	1,711,658	92.0%	28
94.5%	8	728,400	93.6%	16
94.8%	6	453,000	94.0%	13
90.3%	40	777,931	89.1%	44
89.5%	44	145,398	91.9%	29
94.0%	11	270,050	94.1%	11
92.7%	25	140,244	94.9%	9
90.2%	42	164,561	96.5%	2
92.7%	23	1,185,000	92.0%	27
98.0%	3	261,793	95.0%	8
87.5%	50	2,598,000	87.5%	50
93.0%	17	1,068,987	93.0%	24
93.1%	16	113,126	96.1%	4
88.9%	44	1,850,000	91.3%	35
93.9%	13	545,000	93.4%	19
88.9%	46	420,149	89.9%	42
92.1%	33	1,804,600	91.7%	31
92.8%	22	138,688	90.0%	41
92.3%	30	601,948	96.3%	3
94.1%	9	127,150	95.0%	6
92.9%	18	808,512	93.3%	22
92.4%	29	2,596,000	90.4%	39
93.5%	14	312,595	93.9%	15
92.7%	26	94,220	95.8%	4
100.4%	2	950,000	92.1%	26
93.2%	15	701,600	91.7%	30
92.2%	32	363,000	93.5%	18
90.9%	38	761,518	88.8%	46
93.9%	12	89,187	93.4%	20

TABLE 1.11 AVERAGE ANNUAL SALARY OF INSTRUCTIONAL STAFF IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS

	1999-2000			1989-1990			1979-1980		
	Current Dollars	Constant Dollars	Rank	Current Dollars	Constant Dollars	Rank	Current Dollars	Constant Dollars	Rank
United States	***43,768***	***43,768***		***32,723***	***45,158***		***16,813***	***42,033***	
Alabama	38,324	38,324	32	26,700	36,846	35	13,830	34,575	42
Alaska	48,676	48,676	9	43,500	60,030	2	27,930	69,825	1
Arizona	46,771	46,771	12	33,592	46,357	13	18,200	45,500	11
Arkansas	35,022	35,022	44	22,693	31,316	49	12,783	31,958	49
California	47,817	47,817	11	39,309	54,246	4	19,770	49,425	4
Colorado	40,270	40,270	27	31,785	43,863	16	16,400	41,000	22
Connecticut	53,753	53,753	3	41,888	57,805	3	16,939	42,348	19
Delaware	46,662	46,662	13	34,620	47,776	11	16,789	41,973	21
District of Columbia	49,153	49,153	7	43,637	60,219	1	23,027	na	na
Florida	37,900	37,900	34	30,275	41,780	24	15,200	38,000	29
Georgia	43,048	43,048	18	31,685	43,725	18	14,732	36,830	32
Hawaii	41,830	41,830	22	32,956	45,479	14	18,875	47,188	8
Idaho	36,823	36,823	41	24,758	34,166	42	14,109	35,273	39
Illinois	48,390	48,390	10	33,912	46,799	12	17,931	44,828	13
Indiana	43,062	43,062	17	31,300	43,194	20	15,754	39,385	25
Iowa	36,980	36,980	40	26,590	36,694	36	15,550	38,875	27
Kansas	40,670	40,670	26	na	na		14,513	36,283	35
Kentucky	38,239	38,239	33	26,026	35,916	38	15,260	38,150	28
Louisiana	34,759	34,759	45	23,150	31,947	46	14,020	35,050	40
Maine	38,762	38,762	31	25,779	35,575	39	17,340	43,350	14
Maryland	45,809	45,809	15	35,072	48,399	9	18,440	46,100	10
Massachusetts	59,906	59,906	1	37,898	52,299	6	22,500	56,250	2
Michigan	48,695	48,695	8	35,741	49,323	6	18,830	47,075	9
Minnesota	41,044	41,044	24	31,750	43,815	17	17,310	43,275	15
Mississippi	33,147	33,147	48	23,297	32,150	44	12,300	30,750	50
Missouri	37,469	37,469	38	27,020	37,288	32	14,225	35,563	38
Montana	33,827	33,827	47	28,415	39,213	28	15,080	37,700	30
Nebraska	37,359	37,359	39	25,335	34,962	40	14,236	35,590	37
Nevada	41,543	41,543	23	30,150	41,607	25	16,980	42,450	18
New Hampshire	46,161	46,161	14	27,448	37,878	30	12,930	32,325	47
New Jersey	55,513	55,513	2	34,627	47,785	10	17,976	44,940	12
New Mexico	34,529	34,529	46	25,003	34,504	41	19,245	48,113	6
New York	51,384	51,384	5	38,100	52,578	4	19,600	49,000	4
North Carolina	40,843	40,843	25	26,833	37,030	33	14,711	36,778	33
North Dakota	30,114	30,114	51	22,994	31,732	47	13,544	33,860	44
Ohio	42,939	42,939	20	30,934	42,689	21	15,800	39,500	24
Oklahoma	33,039	33,039	49	23,200	32,016	44	13,550	33,875	44
Oregon	42,776	42,776	21	30,680	42,338	22	17,070	42,675	17
Pennsylvania	49,550	49,550	6	31,555	43,546	19	17,270	43,175	16
Rhode Island	52,367	52,367	4	35,564	49,078	8	20,615	51,538	3
South Carolina	37,864	37,864	36	26,762	36,932	34	13,632	34,080	43
South Dakota	30,256	30,256	50	21,250	29,325	50	12,870	32,175	48
Tennessee	37,790	37,790	37	26,512	36,587	37	13,905	34,763	41
Texas	39,806	39,806	28	27,565	38,040	29	14,763	36,908	31
Utah	39,280	39,280	29	23,955	33,058	43	15,690	39,225	26
Vermont	37,880	37,880	35	27,265	37,626	31	13,070	32,675	46
Virginia	38,909	38,909	30	29,667	40,940	26	14,600	36,500	34
Washington	43,024	43,024	19	30,527	42,127	23	19,488	48,720	6
West Virginia	36,250	36,250	42	22,897	31,598	48	14,282	35,705	36
Wisconsin	44,105	44,105	16	32,500	44,850	15	16,300	40,750	23
Wyoming	35,341	35,341	43	28,844	39,805	27	16,830	42,075	20

Source: National Education Association Estimates of School Statistics, 2001;
U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991.

TABLE 1.11B AVERAGE TEACHER SALARY VS. AVERAGE SALARY OF WORKERS WITH AT LEAST A BACHELOR DEGREE FOR 1999-2000

	Instructional Staff Salary	Average Salary for Workers With at Least a Bachelor Degree	Teacher Salary as % of Average State Salary of Workers With a Bachelor Degree	Rank
United States	***43,768***	***42,225***	***103.7%***	
Alabama	38,324	35,726	107.3%	19
Alaska	48,676	43,869	111.0%	11
Arizona	46,771	37,953	123.2%	3
Arkansas	35,022	30,680	114.2%	6
California	47,817	44,182	108.2%	17
Colorado	40,270	41,231	97.7%	40
Connecticut	53,753	48,317	111.2%	10
Delaware	46,662	43,654	106.9%	23
District of Columbia	49,153	47,484	103.5%	29
Florida	37,900	35,864	105.7%	27
Georgia	43,048	39,183	109.9%	14
Hawaii	41,830	41,056	101.9%	31
Idaho	36,823	35,418	104.0%	28
Illinois	48,390	45,311	106.8%	25
Indiana	43,062	36,714	117.3%	4
Iowa	36,980	37,361	99.0%	39
Kansas	40,670	37,004	109.9%	13
Kentucky	38,239	35,752	107.0%	21
Louisiana	34,759	36,858	94.3%	45
Maine	38,762	38,321	101.2%	34
Maryland	45,809	47,604	96.2%	43
Massachusetts	59,906	46,176	129.7%	2
Michigan	48,695	48,892	99.6%	37
Minnesota	41,044	42,817	95.9%	44
Mississippi	33,147	35,769	92.7%	48
Missouri	37,469	37,680	99.4%	38
Montana	33,827	30,325	111.5%	9
Nebraska	37,359	35,101	106.4%	26
Nevada	41,543	44,537	93.3%	47
New Hampshire	46,161	43,176	106.9%	22
New Jersey	55,513	50,070	110.9%	12
New Mexico	34,529	32,207	107.2%	20
New York	51,384	45,832	112.1%	8
North Carolina	40,843	41,842	97.6%	41
North Dakota	30,114	29,968	100.5%	36
Ohio	42,939	42,237	101.7%	32
Oklahoma	33,039	37,082	89.1%	50
Oregon	42,776	39,857	107.3%	18
Pennsylvania	49,550	43,134	114.9%	5
Rhode Island	52,367	39,966	131.0%	1
South Carolina	37,864	33,451	113.2%	7
South Dakota	30,256	31,168	97.1%	42
Tennessee	37,790	43,072	87.7%	51
Texas	39,806	43,255	92.0%	49
Utah	39,280	38,930	100.9%	35
Vermont	37,880	34,756	109.0%	15
Virginia	38,909	41,513	93.7%	46
Washington	43,024	40,255	106.9%	24
West Virginia	36,250	33,453	108.4%	16
Wisconsin	44,105	43,525	101.3%	33
Wyoming	35,341	34,231	103.2%	30

Source: National Education Association Estimates of School Statistics, 2001; "Average Annual Pay by State," Bureau of Labor Statistics.

TABLE 1.12 BREAKDOWN OF KEY FEDERAL FUNDING PROGRAMS

	Goals 2000 State and Local Education Systemic Improvement	Safe & Drug-Free Schools & Communities State Grants	ESEA Title I Grants Local Educational Agencies	ESEA Title I Even Start	Totals	Percent of Revenues from These Four Federal Programs	As a Percent Total of Federally Sourced Revenues
United States	***448,007,290***	***505,390,300***	***7,035,583,712***	***108,448,584***	***8,097,429,886***	***2.3%***	***33.3%***
Alabama	7,272,721	8,102,900	125,978,962	1,187,261	142,541,844	3.5%	33.4%
Alaska	1,954,869	2,591,590	17,310,732	565,400	22,422,591	1.9%	14.9%
Arizona	7,422,783	8,009,489	113,615,564	1,702,048	130,749,884	2.9%	40.3%
Arkansas	4,459,860	4,936,749	75,431,616	1,130,023	85,958,248	3.3%	40.3%
California	54,828,246	59,535,916	829,978,270	12,433,709	956,776,141	2.2%	28.5%
Colorado	5,423,928	6,067,289	70,301,357	1,053,168	82,845,742	1.9%	35.3%
Connecticut	4,732,430	5,232,488	68,520,285	1,026,486	79,511,689	1.3%	27.5%
Delaware	1,726,010	2,591,590	18,245,036	565,400	23,128,036	2.3%	31.0%
District of Columbia	1,825,651	2,591,590	21,806,582	565,400	26,789,223	3.7%	22.4%
Florida	21,622,043	23,895,922	334,356,614	5,008,918	384,883,497	2.2%	26.8%
Georgia	12,223,449	13,761,112	194,091,286	2,907,636	222,983,483	2.5%	37.1%
Hawaii	1,775,179	2,591,590	20,120,038	565,400	25,052,207	1.9%	18.9%
Idaho	1,914,924	2,591,590	21,874,584	565,400	26,946,498	1.8%	25.4%
Illinois	19,767,845	22,373,252	325,359,272	4,874,130	372,374,499	2.7%	41.2%
Indiana	8,300,600	9,261,905	114,168,017	1,710,324	133,440,846	1.6%	36.5%
Iowa	3,914,475	4,355,036	51,942,452	778,138	60,990,101	1.7%	40.4%
Kansas	4,226,214	4,416,589	54,846,493	821,642	64,310,938	1.9%	31.1%
Kentucky	7,221,211	7,866,640	127,460,616	1,909,457	144,457,924	3.1%	38.8%
Louisiana	9,716,049	10,912,631	191,246,898	2,865,025	214,740,603	4.5%	38.5%
Maine	2,142,233	2,591,590	28,911,195	565,400	34,210,418	2.1%	33.3%
Maryland	7,114,214	8,058,578	99,074,432	1,484,211	115,731,435	1.6%	30.5%
Massachusetts	9,077,945	10,191,984	145,669,951	2,182,247	167,122,127	1.8%	36.0%
Michigan	18,526,918	20,641,419	326,254,481	4,887,541	370,310,359	2.5%	36.7%
Minnesota	6,899,996	7,679,287	86,609,360	1,297,474	102,486,117	1.4%	30.6%
Mississippi	6,142,797	6,922,204	124,652,167	1,867,385	139,584,553	5.4%	38.5%
Missouri	8,407,957	9,479,804	125,913,635	1,886,282	145,687,678	2.2%	32.5%
Montana	1,908,752	2,591,590	25,471,427	565,400	30,537,169	2.9%	25.9%
Nebraska	2,517,939	2,685,839	31,728,523	565,400	37,497,701	2.0%	37.6%
Nevada	1,946,490	2,591,590	22,122,167	565,400	27,225,647	1.3%	25.3%
New Hampshire	1,684,279	2,591,590	17,539,159	565,400	22,380,428	1.5%	40.6%
New Jersey	11,235,981	12,634,991	161,181,285	2,414,619	187,466,876	1.5%	46.3%
New Mexico	3,568,810	4,011,159	62,425,834	935,187	70,940,990	3.4%	26.9%
New York	35,185,477	39,580,446	678,247,361	10,160,665	763,173,949	2.5%	37.6%
North Carolina	10,096,333	11,374,033	139,316,356	2,087,065	162,873,787	2.1%	27.3%
North Dakota	1,716,209	2,591,590	17,799,604	565,400	22,672,803	3.3%	28.3%
Ohio	18,526,668	20,776,691	299,413,919	4,485,449	343,202,727	2.3%	39.4%
Oklahoma	5,552,724	6,235,664	86,775,506	1,299,963	99,863,857	2.6%	29.7%
Oregon	5,039,628	5,329,780	68,158,452	1,021,066	79,548,926	1.9%	30.8%
Pennsylvania	19,786,302	22,045,480	330,841,905	4,956,264	377,629,951	2.4%	43.9%
Rhode Island	1,920,585	2,591,590	24,484,723	565,400	29,562,298	2.4%	54.9%
South Carolina	5,854,285	6,588,518	94,063,395	1,409,142	107,915,340	2.3%	29.3%
South Dakota	1,755,047	2,591,590	19,399,805	565,400	24,311,842	3.0%	28.6%
Tennessee	8,147,483	9,248,139	128,316,493	1,922,279	147,634,394	2.9%	31.6%
Texas	37,623,076	41,294,348	630,803,749	9,449,923	719,171,096	2.6%	30.5%
Utah	3,213,060	3,544,922	33,036,334	565,400	40,359,716	1.7%	24.2%
Vermont	1,686,815	2,591,590	17,425,251	565,400	22,269,056	2.5%	55.8%
Virginia	8,531,625	9,696,170	110,180,723	1,650,591	130,059,109	2.0%	35.8%
Washington	8,366,652	9,042,195	108,327,463	1,622,828	127,359,138	1.7%	22.1%
West Virginia	3,571,978	4,046,130	73,336,005	1,098,629	82,052,742	3.4%	37.9%
Wisconsin	8,290,150	9,272,341	125,187,833	1,875,409	144,625,733	1.9%	40.6%
Wyoming	1,640,395	2,591,590	16,260,545	565,400	21,057,930	2.7%	35.7%

Source: Appropriations made for fiscal year 1998 as reported on the Department of Education website, http://www.ed.gov

Chapter 2: Measures of Educational Outputs

Over the past decade, many states have been placing greater emphasis on testing as a means of measuring student achievement. This shift in focus from the expenditure side of the educational equation to measuring student performance has been instrumental in spurring many of the recent reforms to our public school system. Policy makers, responding to parents' demands to improve our nation's beleaguered educational system, are stressing that measurable achievement results must accompany additional education spending. The passage of President Bush's *No Child Left Behind Act*, and its implementation, will make student testing, and achievement, even more integral in our public school system.

Any indicator of educational achievement is fraught with some level of difficulty in measurement. Standardized tests often are claimed to be biased against certain demographic groups. Other measures, such as state tests, are difficult to compare across state lines due to state-by-state differences in standards. It is important, however, to look at various measures of educational achievement to determine the relative effectiveness of America's public school systems. This chapter concentrates on standardized test results, as these offer the most consistent method of measuring educational achievement across state lines. Graduation and dropout rates are not standardized and, therefore, do not offer a consistent or statistically sound method of comparing educational achievement across state lines.

NAEP Mathematics Test Results

Since 1969, the National Assessment of Educational Progress (NAEP) has been mandated by Congress to monitor the knowledge, skills, and performance of the nation's school children. One form of recent monitoring has been national, standardized tests in mathematics, science, reading, geography and other subjects. A portion, or all, of these tests are given to fourth, eighth and twelfth grade students in the participating 43 states and the District of Columbia.

Under current guidelines, tests in mathematics and reading must be given every two years. Tests in other subject areas are required every four or six years. The most recent tests given were in mathematics during 2000. Thirty-nine states and the District of Columbia participated in this round of testing.

Table 2.1 lists the results of several recent mathematics tests given at the fourth and eighth grade levels. The same table also records the percent of students per state scoring at or above the proficiency level. NAEP uses a 0-500 scale on each of the tests. NAEP defines proficiency as, "solid academic performance." Students reaching this level "have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter." Students performing at the basic level are defined by the NAEP as exhibiting "partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade."[2]

- ✓ In 2000, 74 percent of public school eighth graders taking the NAEP test performed below the proficiency level in math. Thirty-five percent of all eighth graders in 2000 performed below the basic level in math. These figures represent only slight improvements over 1996, when 77 percent of eighth graders scored below the proficiency level. In 1992, 80 percent of all eighth graders were below the proficiency level.
- ✓ Fourth grade students recorded similar results in 2000, with 75 percent of public school fourth graders performing at or below the proficiency level in math.

A Warning about State-by-State SAT and ACT Test Score Comparisons

Forty-four percent of 2001 high school graduates nationwide took the Scholastic Aptitude Test (SAT) and 38 percent took the ACT Assessment. There is a tremendous difference, however, in the percentage of high school graduates in each individual state who took the ACT Assessment test and those that took the SAT. Specifically, the ACT Assessment is taken by most high school graduates in 26 states. Most students in 24 states and the District of Columbia take the SAT. In no state did more than 50 percent of graduates take both tests. In only two states, Arizona and Nevada, neither test was taken by 50 percent of graduates.

States primarily administer only one of these two college entrance exams depending on the emphasis that

colleges and universities in each state place on student performance on these exams. In some states, the SAT is given more weight in college admission decisions, in other states the ACT is highlighted. These differences lead different subgroups of students in each state to take the SAT, the ACT, or both. One theory is that students most likely to apply to selective colleges and universities will take both tests, and students applying to less selective colleges and universities, or not going to college at all, will take one or neither of the tests.

This theory is supported by the general fact that in states in which less than a majority (i.e., a select group) of students took a specific test, the average scores of those students taking the test were slightly higher than both the national average and the average in those states in which more than 50 percent of students took the test in question (See Table 2.4 and 2.6). For example, in Iowa, only 5 percent of graduating high school students took the SAT in 2001. The average score for these test-takers was 1196, significantly higher than the national average of 1020, and higher than the average of states with a majority of graduates taking the SAT. In general, the lower the percentage of students taking one of the exams, the higher the average score. [3]

Such self-selection makes state-by-state comparisons of educational achievement, based on either test alone, somewhat misleading. One may be able to look, however, at the results of both tests and other achievement measures across state lines (keeping in mind self-selection biases) to gain an understanding of educational performance.

ACT Test Results

ACT, Inc. (the company changed its name in 1996 from the American Collegiate Testing Company) is an independent nonprofit organization founded in 1959. Although ACT, Inc. offers many services to students, secondary schools, and post-secondary institutions of education, the company is best known for creation and administration of the ACT Assessment, a standardized test designed to measure the potential success of college-bound students.

In 1990, the company changed the format and scoring system of its landmark test, administered since 1959. Thus, historical data for the ACT test is not provided for comparison.

- ✓ Of the 26 states in which most students took the ACT Assessment, only Iowa (22.0), Minnesota (22.1), and Wisconsin (22.2) had an average score of 22 or greater in 2001.
- ✓ In three of the 26 states in which the ACT Assessment is dominant, the average score was below 20: Louisiana (19.6), Mississippi (18.5), and New Mexico (19.9).
- ✓ More than 75 percent of high school graduates in five states took the ACT Assessment in 2001: Arkansas (75 percent), Kansas (78 percent), Louisiana (80 percent), Mississippi (89 percent), North Dakota (80 percent), and Tennessee (79 percent).

SAT Test Results

The Scholastic Aptitude Test (SAT) is developed and administered by The College Board, a nonprofit, national association of schools, colleges, and other educational organizations. The test is meant to be a standardized measure of a student's ability to do college-level work.

The structure of the SAT has changed slightly over time. Most recently, The College Board began including essay questions in addition to the multiple-choice questions that previously constituted the entire exam. The College Board, however, has maintained a standard scoring system over time so that comparisons over the past twenty five years are possible (See Table 2.5 and Figure 2.6).

- ✓ Average SAT scores for all test-takers have declined since 1972 by about 2.3 percent. However, over this period, scores have followed a cyclical pattern, falling from their high in 1972 (1039) to a low in 1980 and 1981 (994 each of those years). Average composite SAT scores then climbed during the 1980s, only to fall again to another low in 1991 (average score of 999). Since 1991, average SAT scores rose constantly, except for 1999, until reaching there current high of 1020 in 2001.
- ✓ Female test-takers have lagged behind male test-takers in every year since 1972. Throughout the period males have typically scored about four to six percent higher than females. Again, the variation between average females and average male scores followed a cyclical pattern over the past two and one-half decades, increasing between 1972 and 1981 and then narrowing between 1981 and 1995. The gap has increased since 1995.

- ✓ Average student performance on the verbal and math sections of the SAT have varied since 1972. Specifically, average verbal scores have fallen by approximately 5 percent since 1972 while average math scores have risen slightly (by less than one percent) over the same period. In fact, between 1972 and 1989, the average verbal score was higher than the average math score. Since 1990, the average math score in every year has been higher than the average verbal score.
- ✓ Of the 25 states (including the District of Columbia) in which the SAT was taken by more students than the ACT Assessment, six had an average score above the national average of 1020 in 2001: Alaska (1024), Arizona (1048), Massachusetts (1026), New Hampshire (1036), Oregon (1052), and Washington (1054).
- ✓ Illinois experienced the greatest improvement in average SAT performance over the past two decades. The average score increased 8.6 percent from 1072 in 1981 to 1165 in 2001.

TABLE 2.1 GRADES 4 AND 8 MATHEMATICS AVERAGE NAEP SCORES AND PROFICIENCY LEVELS

	2000 Math - Grade 8 Public Schools			1996 Math - Grade 8 Public Schools			1992 Math - Grade 8 Public Schools		
	Average Mathematics Scale Score	At or Above Proficiency	Rank	Average Mathematics Scale Score	At or Above Proficiency	Rank	Average Mathematics Scale Score	At or Above Proficiency	Rank
United States	***274***	***26%***		***271***	***23.0%***		***267***	***20.0%***	
Alabama	262	16%	34	257	12.0%	38	252	10.0%	33
Alaska	*	*		278	30.0%	10	*	*	
Arizona	271	21%	27	268	18.0%	26	265	15.0%	20
Arkansas	261	14%	36	262	13.0%	35	256	10.0%	32
California	262	18%	34	263	17.0%	31	261	16.0%	23
Colorado	*	*		276	25.0%	16	272	22.0%	11
Connecticut	282	34%	10	280	31.0%	8	274	26.0%	8
Delaware	*	*		267	19.0%	27	263	15.0%	21
District of Columbia	234	6%	40	233	5.0%	41	235	4.0%	36
Florida	*	*		264	17.0%	30	260	15.0%	25
Georgia	266	19%	30	262	16.0%	33	259	13.0%	27
Hawaii	263	16%	32	262	16.0%	33	257	14.0%	31
Idaho	278	27%	14	*	*		*	*	
Illinois	277	27%	16	*	*		*	*	
Indiana	283	31%	5	276	24.0%	17	270	20.0%	13
Iowa	*	*		284	31.0%	1	283	31.0%	1
Kansas	284	34%	3	*	*		*	*	
Kentucky	272	21%	25	267	16.0%	28	262	14.0%	22
Louisiana	259	12%	38	252	7.0%	39	250	7.0%	34
Maine	284	32%	3	284	31.0%	1	279	25.0%	4
Maryland	276	29%	19	270	24.0%	20	265	20.0%	18
Massachusetts	283	32%	5	278	28.0%	11	273	23.0%	10
Michigan	278	28%	14	277	28.0%	12	267	19.0%	15
Minnesota	288	40%	1	284	34.0%	3	282	31.0%	3
Mississippi	254	8%	39	250	7.0%	40	246	6.0%	35
Missouri	274	22%	23	273	22.0%	19	271	20.0%	12
Montana	287	37%	2	283	32.0%	5	*	*	
Nebraska	281	31%	11	283	31.0%	7	278	26.0%	6
Nevada	268	20%	29	*	*		*	*	
New Hampshire	*	*		*	*		*	*	
New Jersey	*	*		*	*		*	*	
New Mexico	260	13%	37	262	14.0%	36	260	11.0%	26
New York	276	26%	19	270	22.0%	21	266	20.0%	16
North Carolina	280	30%	13	268	20.0%	25	258	12.0%	30
North Dakota	283	31%	5	284	33.0%	4	283	29.0%	2
Ohio	283	31%	5	*	*		*	*	
Oklahoma	272	19%	25	*	*		*	*	
Oregon	281	32%	11	276	26.0%	14	*	*	
Pennsylvania	*	*		*	*		*	*	
Rhode Island	273	24%	24	269	20.0%	24	266	16.0%	17
South Carolina	266	18%	30	261	14.0%	37	261	15.0%	24
South Dakota	*	*		*	*		*	*	
Tennessee	263	17%	32	263	15.0%	32	259	12.0%	28
Texas	275	24%	21	270	21.0%	22	265	18.0%	19
Utah	275	26%	21	277	24.0%	13	274	22.0%	9
Vermont	283	32%	5	279	27.0%	9	*	*	
Virginia	277	26%	16	270	21.0%	22	268	19.0%	14
Washington	*	*		276	26.0%	14	*	*	
West Virginia	271	18%	27	265	14.0%	29	259	10.0%	29
Wisconsin	*	*		283	32.0%	5	278	27.0%	5
Wyoming	277	25%	16	275	22.0%	18	275	21.0%	7

* *Did not participate in testing.*

84 *Source: National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 1990, 1992, 1996, and 2000 Mathematics Assessments.*

1990 Math - Grade 8 Public Schools			2000 Math - Grade 4 Public Schools			1996 Math - Grade 4 Public Schools		
Average Mathematics Scale Score	At or Above Proficiency	Rank	Average Mathematics Scale Score	At or Above Proficiency	Rank	Average Mathematics Scale Score	At or Above Proficiency	Rank
262	***15.0%***		***226***	***25%***		***222***	***20.0%***	
253	9.0%	27	218	14%	34	212	11.0%	40
*	*		*	*		224	21.0%	21
260	13.0%	18	219	17%	33	218	15.0%	31
256	9.0%	23	217	13%	36	216	13.0%	34
256	12.0%	25	214	15%	38	209	11.0%	41
267	17.0%	11	*	*		226	22.0%	15
270	22.0%	9	234	32%	3	232	31.0%	3
261	14.0%	16	*	*		215	16.0%	35
231	3.0%	31	193	6%	40	187	5.0%	44
255	12.0%	26	*	*		216	15.0%	33
259	14.0%	19	220	18%	29	215	13.0%	36
251	12.0%	28	216	14%	37	215	16.0%	37
*	*		227	21%	18	*	*	
*	*		225	21%	23	*	*	
267	17.0%	10	234	31%	3	229	24.0%	8
278	25.0%	3	233	28%	5	229	22.0%	6
*	*		232	30%	7	*	*	
257	10.0%	21	221	17%	28	220	16.0%	28
246	5.0%	30	218	14%	34	209	8.0%	42
*	*		231	25%	10	232	27.0%	1
261	17.0%	15	222	22%	27	221	22.0%	27
*	*		235	33%	2	229	24.0%	7
264	16.0%	12	231	29%	10	226	23.0%	16
275	23.0%	5	235	34%	1	232	29.0%	2
*	*		211	9%	40	208	8.0%	43
*	*		229	23%	16	225	20.0%	17
280	27.0%	2	230	25%	14	228	22.0%	11
276	24.0%	4	226	24%	22	228	24.0%	10
*	*		220	16%	29	218	14.0%	32
*			*	*		*	*	
*	*		*	*		227	25.0%	12
256	10.0%	24	214	12%	38	214	13.0%	38
261	15.0%	14	227	22%	18	223	20.0%	24
250	9.0%	29	232	28%	7	224	21.0%	20
281	27.0%	1	231	25%	10	231	24.0%	4
*	*		231	26%	10	*	*	
*	*		225	16%	23	*	*	
271	21.0%	8	227	23%	18	223	21.0%	26
*	*		*	*		226	20.0%	14
260	15.0%	17	225	23%	23	220	17.0%	29
*	*		220	18%	29	213	12.0%	39
*	*		*	*		*	*	
*	*		220	18%	29	219	17.0%	30
258	13.0%	20	233	27%	5	229	25.0%	9
*	*		227	24%	18	227	23.0%	13
*	*		232	29%	7	225	23.0%	18
264	17.0%	13	230	25%	14	223	19.0%	23
*	*		*	*		225	21.0%	19
256	9.0%	22	225	18%	23	223	19.0%	25
274	23.0%	6	*	*		231	27.0%	5
272	19.0%	7	229	25%	16	223	19.0%	22

TABLE 2.2 AVERAGE 2000 NAEP GRADE 8 MATHEMATICS SCORES AND PROFICIENCY, RANKED BY PERCENT ABOVE BASIC LEVEL

	Average Mathematics Scale Score	Rank	Percent at or Above Proficiency	Rank
United States	***274***		***26***	
Minnesota	288	1	40	1
Montana	287	2	37	2
Kansas	284	3	34	3
Connecticut	282	10	34	3
Maine	284	3	32	5
Massachusetts	283	5	32	5
Vermont	283	5	32	5
Oregon	281	11	32	5
Indiana	283	5	31	9
North Dakota	283	5	31	9
Ohio	283	5	31	9
Nebraska	281	11	31	9
North Carolina	280	13	30	13
Maryland	276	19	29	14
Michigan	278	14	28	15
Idaho	278	14	27	16
Illinois	277	16	27	16
Virginia	277	16	26	18
New York	276	19	26	18
Utah	275	21	26	18
Wyoming	277	16	25	21
Texas	275	21	24	22
Rhode Island	273	24	24	22
Missouri	274	23	22	24
Kentucky	272	25	21	25
Arizona	271	27	21	25
Nevada	268	29	20	27
Oklahoma	272	25	19	28
Georgia	266	30	19	28
West Virginia	271	27	18	30
South Carolina	266	30	18	30
California	262	34	18	30
Tennessee	263	32	17	33
Hawaii	263	32	16	34
Alabama	262	34	16	34
Arkansas	261	36	14	36
New Mexico	260	37	13	37
Louisiana	259	38	12	38
Mississippi	254	39	8	39
Alaska	*		*	
Colorado	*		*	
Delaware	*		*	
Florida	*		*	
Iowa	*		*	
New Hampshire	*		*	
New Jersey	*		*	
Pennsylvania	*		*	
South Dakota	*		*	
Washington	*		*	
Wisconsin	*		*	
District of Columbia	*		*	

**Did not participate in testing*
Source: Author's tabulations

TABLE 2.3 SAT AND ACT TEST RESULTS DEPENDING ON STATE USAGE

	Percent of High School Grads Taking the ACT-2001	Average ACT[1] Scores-2001	ACT Weighted Ranking	Percent of High School Grads Taking the SAT 2001	Average SAT[2] Scores-2001	SAT Weighted Ranking
Alabama	69%	20.1	20			
Alaska				51%	1024	6
Arizona				34%	1048	3
Arkansas	75%	20.1	19			
California				51%	1015	10
Colorado	62%	21.5	9			
Connecticut				82%	1019	7
Delaware				67%	1000	15
District of Columbia				89%	956	25
Florida				54%	997	20
Georgia				63%	980	23
Hawaii				52%	1001	14
Idaho	59%	21.5	14			
Illinois	71%	21.6	9			
Indiana				60%	1000	15
Iowa	67%	22	3			
Kansas	78%	21.6	6			
Kentucky	72%	20.1	22			
Louisiana	80%	19.9	25			
Maine				69%	1006	13
Maryland				65%	1018	8
Massachusetts				79%	1026	5
Michigan	69%	21.3	17			
Minnesota	66%	22.1	2			
Mississippi	89%	18.5	26			
Missouri	70%	21.4	6			
Montana	55%	21.7	4			
Nebraska	74%	21.6	5			
Nevada	39%	21.3	9			
New Hampshire				72%	1036	4
New Jersey				81%	1012	11
New Mexico	64%	19.9	22			
New York				77%	1000	15
North Carolina				65%	992	21
North Dakota	80%	21.4	14			
Ohio	63%	21.4	14			
Oklahoma	71%	20.5	18			
Oregon				55%	1052	2
Pennsylvania				71%	990	19
Rhode Island				71%	1000	15
South Carolina				57%	974	24
South Dakota	70%	21.4	9			
Tennessee	79%	20	24			
Texas				53%	992	21
Utah	69%	21.4	9			
Vermont				69%	1017	9
Virginia				68%	1011	12
Washington				53%	1054	1
West Virginia	61%	20.2	20			
Wisconsin	68%	22.2	1			
Wyoming	64%	21.5	6			

[1] *ACT Exams are scored on a scale of 1 through 36.*
[2] *SAT Exams are scored on a scale of 200 through 1600.*

TABLE 2.4 ACT SCORES, RANKED BY COMPOSITE SCORE, 2001

	2001 Totals			Core Course Completers Totals		Core Course Completers Totals	
	Average Composite Score	Percent of Graduates Tested	Rank by Composite Score	Percent of Total Tested	Average Composite Score	Percent of Total Tested	Average Composite Score
United States	***21***	***38%***		***60%***	***21.9***	***35%***	***20.6***
Alabama	20.1	69%	41	69%	21.2	29%	19.4
Alaska	21	34%	32	41%	23.6	26%	17.9
Arizona	21.5	28%	16	67%	22.1	28%	21.2
Arkansas	20.1	75%	41	71%	20.9	19%	19.6
California	21.4	12%	20	60%	22.2	32%	22
Colorado	21.5	62%	16	58%	22.5	38%	20.9
Connecticut	21.8	4%	10	39%	22.8	38%	21.6
Delaware	20.6	4%	33	60%	21.1	31%	20
District of Columbia	17.4	26%	51	52%	18.3	28%	16.8
Florida	20.4	40%	38	64%	21.3	28%	19.8
Georgia	19.9	10%	45	71%	20.6	21%	19.7
Hawaii	21.7	19%	11	70%	22.2	24%	21.8
Idaho	21.5	59%	16	49%	22.9	47%	20.5
Illinois	21.6	71%	13	53%	22.9	44%	21.6
Indiana	21.4	20%	20	63%	22.2	30%	21.4
Iowa	22	67%	8	66%	22.9	31%	21.2
Kansas	21.6	78%	13	66%	22.6	31%	20.1
Kentucky	20.1	72%	41	48%	21	49%	19.5
Louisiana	19.6	80%	48	71%	20.5	25%	19.2
Maine	21.4	6%	20	44%	22.2	43%	19.5
Maryland	20.5	11%	36	64%	21	28%	20.5
Massachusetts	21.9	8%	9	45%	22.2	38%	21.9
Michigan	21.3	69%	29	56%	22.5	41%	21.1
Minnesota	22.1	66%	7	67%	22.8	29%	22.1
Mississippi	18.5	89%	50	55%	19.7	43%	18
Missouri	21.4	70%	20	59%	22.6	37%	21.4
Montana	21.7	55%	11	55%	23	42%	20.4
Nebraska	21.6	74%	13	67%	22.5	31%	20.8
Nevada	21.3	39%	29	61%	22.2	36%	21.1
New Hampshire	22.3	7%	3	52%	23	35%	22
New Jersey	20.6	4%	33	32%	21.4	57%	20.2
New Mexico	19.9	64%	45	54%	21.1	42%	19.6
New York	22.2	14%	47	57%	20.7	36%	20.2
North Dakota	21.4	80%	20	63%	22.8	34%	19.9
Ohio	21.4	63%	20	61%	22.5	36%	20.8
Oklahoma	20.5	71%	36	52%	21.8	43%	19.5
Oregon	22.6	11%	1	56%	23.6	37%	21.8
Pennsylvania	21.4	8%	20	66%	22.1	26%	20.4
Rhode Island	21.2	5%	31	40%	22	42%	19.3
South Carolina	19.3	28%	49	72%	19.8	22%	19.7
South Dakota	21.4	70%	20	62%	22.4	35%	20.2
Tennessee	20	79%	44	61%	20.9	36%	19.8
Texas	20.3	33%	39	75%	20.8	20%	19.9
Utah	21.4	69%	20	43%	22.4	53%	21
Vermont	22.2	9%	4	45%	22.9	39%	22.5
Virginia	20.6	10%	33	68%	21.2	24%	20.1
Washington	22.4	17%	2	52%	23.3	43%	22.3
West Virginia	20.2	61%	40	39%	21.4	58%	19.3
Wisconsin	22.2	65%	4	62%	23	36%	21.7
Wyoming	21.5	64%	16	55%	22.6	42%	21

Source: ACT, Inc.

TABLE 2.5 SAT SCORES, RANKED BY 2001 TOTAL SCORE

	2001 Average Composite	Rank on Composite	1991 Average Composite	Rank on Composite	1981 Average Composite	Rank on Composite
United States	*1020*		*999*		*994*	
Iowa	1196	1	1197	1	1173	1
North Dakota	1191	2	1193	2	1154	4
Wisconsin	1180	3	1183	7	1113	11
Minnesota	1169	4	1173	6	1138	6
Illinois	1165	5	1170	10	1072	20
South Dakota	1159	6	1165	3	1172	2
Kansas	1157	7	1164	4	1145	5
Missouri	1154	8	1162	11	1070	21
Utah	1145	9	1154	5	1171	3
Michigan	1133	10	1143	21	1068	23
Nebraska	1130	11	1141	13	1116	10
Oklahoma	1128	12	1140	12	1105	12
Louisiana	1126	13	1139	16	1064	24
Tennessee	1115	14	1129	8	1088	16
Alabama	1114	15	1129	18	1007	33
Arkansas	1112	16	1128	9	1094	15
Kentucky	1100	17	1117	17	1081	18
New Mexico	1093	18	1111	14	1105	12
Wyoming	1092	19	1111	20	1132	8
Idaho	1085	20	1105	22	1005	35
Colorado	1081	21	1102	23	1087	17
Montana	1078	22	1100	19	1134	7
Mississippi	1077	23	1100	15	1078	19
Ohio	1073	24	1097	24	1062	25
Washington	1054	25	1079	31	1105	12
Oregon	1052	26	1078	28	1011	32
Arizona	1048	27	1075	25	1116	9
West Virginia	1039	28	1067	26	1070	21
New Hampshire	1036	29	1065	27	1034	28
Massachusetts	1026	30	1056	36	1000	38
Alaska	1024	31	1055	29	1045	27
Nevada	1024	31	1055	30	1051	26
Connecticut	1019	33	1052	34	1012	30
Maryland	1018	34	1052	32	1001	37
Vermont	1017	35	1052	38	1012	30
California	1015	36	1051	35	997	40
New Jersey	1012	37	1049	33	976	46
Virginia	1011	38	1049	39	995	41
Maine	1006	39	1045	42	1003	36
Delaware	1000	40	1040	37	1016	29
Hawaii	1001	40	1041	41	970	47
Indiana	1000	40	1040	47	977	45
New York	1000	40	1040	44	1006	34
Rhode Island	1000	40	1040	43	994	42
Pennsylvania	999	45	1044	45	1000	38
Florida	997	46	1043	40	994	42
North Carolina	992	47	1039	48	923	49
Texas	992	47	1039	46	991	44
Georgia	980	49	1029	49	926	48
South Carolina	974	50	1024	51	896	50
District of Columbia	956	51	1007	50	885	51

Source: The College Board

TABLE 2.6 SAT SCORES

	2001			Rank of Cumulative	1991		
	Verbal	Math	Total	2001 Scores	Verbal	Math	Total
United States	***505***	***514***	***1020***		***499***	***500***	***999***
Alabama	559	554	1113	15	550	535	1085
Alaska	514	510	1024	31	515	505	1020
Arizona	523	525	1048	27	519	514	1033
Arkansas	562	550	1112	16	557	542	1099
California	498	517	1015	36	491	507	998
Colorado	539	542	1081	21	529	527	1056
Connecticut	509	510	1019	33	505	494	999
Delaware	501	499	1000	40	505	491	996
District of Columbia	482	474	956	51	478	462	940
Florida	498	499	997	46	493	492	985
Georgia	491	489	980	49	476	474	950
Hawaii	486	515	1001	40	481	503	984
Idaho	543	542	1085	20	539	527	1066
Illinois	576	589	1165	5	546	553	1099
Indiana	499	501	1000	40	485	485	970
Iowa	593	603	1196	1	588	590	1178
Kansas	577	580	1157	7	567	562	1129
Kentucky	550	550	1100	17	548	540	1088
Louisiana	564	562	1126	13	551	538	1089
Maine	506	500	1006	39	498	486	984
Maryland	508	510	1018	34	505	501	1006
Massachusetts	511	515	1026	30	502	495	997
Michigan	561	572	1133	10	536	538	1074
Minnesota	580	589	1169	4	555	560	1115
Mississippi	566	551	1117	23	551	539	1090
Missouri	577	577	1154	8	551	545	1096
Montana	539	539	1078	22	540	539	1079
Nebraska	562	568	1130	11	552	541	1093
Nevada	509	515	1024	31	512	508	1020
New Hampshire	520	516	1036	29	517	506	1023
New Jersey	499	513	1012	37	498	505	1003
New Mexico	551	542	1093	18	549	542	1091
New York	495	505	1000	40	489	494	983
North Carolina	493	499	992	47	478	474	952
North Dakota	592	599	1191	2	576	583	1159
Ohio	534	539	1073	24	526	519	1045
Oklahoma	567	561	1128	12	551	545	1096
Oregon	526	526	1052	26	515	508	1023
Pennsylvania	500	499	999	45	495	487	982
Rhode Island	501	499	1000	40	497	487	984
South Carolina	486	488	974	50	472	468	940
South Dakota	577	582	1159	6	570	567	1137
Tennessee	562	553	1115	14	561	546	1107
Texas	493	499	992	47	488	491	979
Utah	575	570	1145	9	567	555	1122
Vermont	511	506	1017	35	501	494	995
Virginia	510	501	1011	38	501	493	994
Washington	527	527	1054	25	510	505	1015
West Virginia	527	512	1039	28	518	510	1028
Wisconsin	584	596	1180	3	556	558	1114
Wyoming	547	545	1092	19	542	535	1077

Source: The College Board

Verbal	1981 Math	Total	Percent of Graduates Taking SAT in 2001	Percent change in Cumulative Score 1991-01	Rank by Percent Change	Percent change in verbal Score 1981-2001	Percent change in math Score 1981-2001
504	***490***	***994***	***44%***	***2.0%***		***1.2%***	***2.8%***
514	493	1007	9%	2.6%	18	1.6%	3.6%
535	510	1045	51%	0.4%	48	-0.2%	1.0%
568	548	1116	34%	1.5%	36	0.8%	2.1%
559	535	1094	6%	1.2%	42	0.9%	1.5%
505	492	997	51%	1.7%	32	1.4%	2.0%
550	537	1087	31%	2.4%	21	1.9%	2.8%
516	496	1012	82%	2.0%	25	0.8%	3.2%
514	502	1016	67%	0.4%	47	-0.8%	1.6%
460	425	885	89%	1.7%	33	0.8%	2.6%
506	488	994	54%	1.2%	40	1.0%	1.4%
472	454	926	63%	3.2%	11	3.2%	3.2%
476	494	970	52%	1.7%	30	1.0%	2.4%
464	541	1005	17%	1.8%	27	0.7%	2.8%
540	532	1072	12%	6.0%	1	5.5%	6.5%
492	485	977	60%	3.1%	12	2.9%	3.3%
590	583	1173	5%	1.5%	35	0.9%	2.2%
578	567	1145	9%	2.5%	19	1.8%	3.2%
549	532	1081	12%	1.1%	43	0.4%	1.9%
540	524	1064	7%	3.4%	9	2.4%	4.5%
508	495	1003	69%	2.2%	22	1.6%	2.9%
509	492	1001	65%	1.2%	41	0.6%	1.8%
508	492	1000	79%	2.9%	14	1.8%	4.0%
536	532	1068	11%	5.5%	3	4.7%	6.3%
572	566	1138	9%	4.8%	5	4.5%	5.2%
551	527	1078	4%	2.5%	20	2.7%	2.2%
542	528	1070	8%	5.3%	4	4.7%	5.9%
569	565	1134	23%	-0.1%	51	-0.2%	0.0%
560	556	1116	8%	3.4%	10	1.8%	5.0%
534	517	1051	33%	0.4%	49	-0.6%	1.4%
524	510	1034	72%	1.3%	39	0.6%	2.0%
497	479	976	81%	0.9%	45	0.2%	1.6%
561	544	1105	13%	0.2%	50	0.4%	0.0%
509	497	1006	77%	1.7%	29	1.2%	2.2%
468	455	923	65%	4.2%	6	3.1%	5.3%
585	569	1154	4%	2.8%	16	2.8%	2.7%
536	526	1062	26%	2.7%	17	1.5%	3.9%
559	546	1105	8%	2.9%	13	2.9%	2.9%
515	496	1011	55%	2.8%	15	2.1%	3.5%
506	494	1000	71%	1.7%	28	1.0%	2.5%
503	491	994	71%	1.6%	34	0.8%	2.5%
456	440	896	57%	3.6%	8	3.0%	4.3%
593	579	1172	4%	1.9%	26	1.2%	2.6%
553	535	1088	13%	0.7%	46	0.2%	1.3%
503	488	991	53%	1.3%	38	1.0%	1.6%
590	581	1171	5%	2.0%	24	1.4%	2.7%
512	500	1012	69%	2.2%	23	2.0%	2.4%
506	489	995	68%	1.7%	31	1.8%	1.6%
560	545	1105	53%	3.8%	7	3.3%	4.4%
542	528	1070	18%	1.1%	44	1.7%	0.4%
555	558	1113	6%	5.9%	2	5.0%	6.8%
573	559	1132	11%	1.4%	37	0.9%	1.9%

TABLE 2.7 NATIONAL HISTORIC SAT SCORES BY SEX

	Verbal			Math			Cumulative			
Year	Male	Female	Total	Male	Female	Total	Male	Female	Total	Percent Difference Between Male and Female
1972	531	529	530	527	489	509	1058	1018	1039	3.93%
1973	523	521	523	525	489	506	1048	1010	1029	3.76%
1974	524	520	521	524	488	505	1048	1008	1026	3.97%
1975	515	509	512	518	479	498	1033	988	1010	4.55%
1976	511	508	509	520	475	497	1031	983	1006	4.88%
1977	509	505	507	520	474	496	1029	979	1003	5.11%
1978	511	503	507	517	474	494	1028	977	1001	5.22%
1979	509	501	505	516	473	493	1025	974	998	5.24%
1980	506	498	502	515	473	492	1021	971	994	5.15%
1981	508	496	502	516	473	492	1024	969	994	5.68%
1982	509	499	504	516	473	493	1025	972	997	5.45%
1983	508	498	503	516	474	494	1024	972	997	5.35%
1984	511	498	504	518	478	497	1029	976	1001	5.43%
1985	514	503	509	522	480	500	1036	983	1009	5.39%
1986	515	504	509	523	479	500	1038	983	1009	5.60%
1987	512	502	507	523	481	501	1035	983	1008	5.29%
1988	512	499	505	521	483	501	1033	982	1006	5.19%
1989	510	498	504	523	482	502	1033	980	1006	5.41%
1990	505	496	500	521	483	501	1026	979	1001	4.80%
1991	503	495	499	520	482	500	1023	977	999	4.71%
1992	504	496	500	521	484	501	1025	980	1001	4.59%
1993	504	497	500	524	484	503	1028	981	1003	4.79%
1994	501	497	499	523	487	504	1024	984	1003	4.07%
1995	505	502	504	525	490	506	1030	992	1010	3.83%
1996	507	503	505	527	492	508	1034	995	1013	3.92%
1997	507	503	505	530	494	511	1037	997	1016	4.01%
1998	509	502	505	531	496	512	1040	998	1017	4.21%
1999	509	502	505	531	495	511	1040	997	1016	4.31%
2000	507	504	505	533	498	514	1040	1002	1019	3.79%
2001	509	502	506	533	498	514	1042	1000	1020	4.20%

Note: For 1972-1986, a formula was applied to the original mean and standard deviation to convert the mean to the recentered scale. For 1987-1995, individual student scores were converted to the recentered scale and then the mean was recomputed. For 1996, 1997, and 1998 most students received scores on the recentered scale. (Any score on the original scale was converted to the recentered scale prior to recomputing the mean).
- Source: The College Board

Chapter 3: Measures of Correlation Between Inputs and Outputs

While the information in the previous chapters is insightful and interesting, simply examining educational "inputs" and "outputs" does not provide an adequate answer to the most pressing question that policy makers are faced with today – namely what has or has not worked. In order to answer this question, one must take an in depth look at the link between specific indicators of educational achievement, as measured by such indicators as average SAT scores, average ACT scores, and average NAEP test scores and specific indicators of educational investments, such as expenditures per pupil, average teacher salaries, and average class sizes. More important, yet, is to understand if any specific educational inputs or combination of inputs lead to greater overall student achievement.

This chapter attempts to answer this vital question by investigating the connection between educational inputs and outputs using three different tools of statistical analysis. First, measures of inputs and outputs are placed side-by-side on four different tables. Looking at these tables gives an idea of possible correlations between educational inputs and outputs. For example, if a state spends a relatively large amount of money per pupil and has a relatively high average SAT score, then it may be the case that spending large amounts of money leads to higher SAT scores. Tables, however, are not very specific, as it is difficult to look at possible relationships between states. And even if a relationship between spending per pupil and SAT scores exists in one state, for example, it may not exist in another. Furthermore, the current relationship between these factors may be merely coincidental. Tables are helpful, however, in understanding very basic relationships.

Additionally, this chapter contains 23 diagrams that compare the relationships between individual inputs and individual outputs in many states. These diagrams are graphical representations of the information contained in the tables. As such, these diagrams are an easy way to visually determine if a relationship between individual inputs and individual outputs exists in more than one state. If such a relationship exists in many states—rather than in only one state—there is a greater likelihood that the relationship is genuine and not a coincidence. The diagrams do present one weakness: it is impossible for them to show a relationship between any more than one educational input and student achievement. Thus, these diagrams do not show if large per pupil expenditures and small class size are both necessary inputs to produce higher average SAT scores. The diagrams only show if one or the other may be important.

Finally, this chapter contains the results of two standard regression tests. These tests account for the possibility that several educational inputs are important to student achievement. Specifically, these tests are able to combine the affect of several inputs and determine whether, collectively, they lead to greater levels of educational output. These statistical tests have the additional benefit of predicting whether individual inputs have an effect on student achievement, even if all other factors are the same. For example, these tests can predict whether the combination of large per pupil expenditures, high teacher salaries, *and* small class size leads to higher SAT scores. Moreover, the same tests can determine whether any one of these inputs (holding the others constant) leads to greater achievement on the SAT test.

While no statistical analysis is ever 100 percent accurate, using all three of these statistical tools together gives legislators the best foundation for making decisions about education policy.

Tables

Table 3.1 contains average test results for each state on the most recent SAT, ACT and NAEP 8th grade mathematics exam, and three measures of public education infrastructure and staffing: schools per district, students per school, and pupils per teacher. In addition, each state is ranked for each category. There is no immediately evident correlation between staffing and infrastructure inputs and educational outputs. Specifically, states performing exceptionally well on standardized tests such as Kansas, Minnesota, and Nebraska (all of which were in the top fifteen as measured by all three standardized tests) do not have an extraordinarily high number of expenditures (except for Nebraska ranking

fourth in students per school, none of these states ranked higher than tenth as measured by schools per district, students per school or pupils per teacher).

Table 3.2 contains average test results for each state on the most recent SAT, ACT, and NAEP 8th grade mathematics exam, and three measures of public education finances: percent of total funds received from the federal government, per pupil expenditures, and average teacher salaries. Each state is ranked for each category. Again, there does not appear to be any immediate correlation between a state's expenditures per pupil, funds from the federal government, or teacher salaries and educational performance. Washington, Iowa, and Wisconsin rank below the top ten in each of these measures, and yet have achieved the highest average test scores in the nation. Meanwhile, several states including the District of Columbia spend a relatively high amount of resources as measured per pupil and receive significant support from the federal government yet do not demonstrate high levels of student achievement.

Table 3.4 contains information on the changing education performance in each state over the past two decades. Specifically, the table lists the percentage change in average SAT scores between 1981 and 2001.[4] Changes in several educational inputs are also included: per pupil expenditures, average instructional staff salaries, schools per district, students per school, and pupils per teacher. This table contains the same information as in Tables 3.1 and 3.2, but presented as changes over time.

Missouri, Illinois, and Alabama have experienced significant increases in average SAT scores since 1981. Yet, in only one case (Alabama's reduction in the state's average pupil-per-teacher ratio) did any of these three states make an "improvement" in measured educational inputs significant enough to place it in the top ten nationwide.

Thus, there appears to be no connection between changes in SAT scores over the past two decades and increases or decreases in educational inputs such as expenditures per pupil.

Diagrams

The series of diagrams in Figures 3.1 through 3.23 highlight the relationships between individual educational inputs and individual educational outputs. For example, Figure 3.4 shows the relationship between average SAT scores and the average number of students per school. Each dot on Figure 3.4 represents a single state. That state's average number of students per school is measured along the vertical axis, and the state's average SAT score is measured along the horizontal axis. Therefore, if a state's dot is located in the upper left corner of the diagram, the state has a large number of students per school, but a low average SAT score. Likewise, a state's dot located in the lower right corner of the diagram indicates that the state has a low number of students per school, but a high average SAT score.

The bold line drawn through each diagram is known as a trend line. This line is a visual representation of the general relationship between the indicators being displayed. For example, the trend line in Figure 3.4 slopes down. This means that, in general, as the number of students per school decreases the average SAT score increases.[5]

It is possible to draw several conclusions from the diagrams in Figures 3.1 through 3.24.

Figures 3.1, 3.2, and 3.3 display the relationships between each state's average pupil- to-teacher ratio and average standardized test scores. Figures 3.1 and 3.3 show a slightly positive relationship between the pupil-to-teacher ratio and both SAT and ACT test scores. This indicates that a higher pupil-to-teacher ratio is associated with higher standardized test scores. The trend line in Figure 3.2 slopes ever so slightly downward. This indicates that there is a very slight association between fewer pupils per teacher and higher NAEP 8th grade mathematics test scores. These mixed results may come as a surprise to those who hold the belief that a low pupil-to-teacher ratio is associated with greater student achievement.

The trend lines in Figures 3.4, 3.5, and 3.6 all slope from the top left of the diagrams to the bottom right. This indicates that fewer students per school may be associated with higher standardized test scores.

Figures 3.7, 3.8, and 3.9 show the relationship between the number of schools per school district and average SAT, ACT and NAEP test scores respectively. In all three cases, the trend line slopes down, which indicates that fewer schools per school district may be associated with greater educational achievement.[6]

Figures 3.10, 3.11 and 3.12 show the relationship between expenditures per pupil and standardized test scores. Taken together, these three scatter plots indicate that there may be a very slight relationship between higher expenditures per pupil and academic achievement.

Figures 3.13, 3.14, and 3.15 show the relationship

between a state's average instructional staff salary and SAT, ACT, and NAEP test scores. The mixed results indicate that higher teacher salaries is associated with higher, ACT and NAEP test results, but not with higher SAT scores.

Figures 3.16, 3.17, and 3.18 show the relationships between the percent of total funding a state receives from the federal government and standardized test scores. The trend lines in all three figures indicate that states receiving a relatively larger amount of federal aid also have relatively low average SAT, ACT and NAEP test scores. Taken together, these diagrams indicate that if a relationship does indeed exist between federal funding and educational achievement, it is most likely negative.

Figures 3.19 through 3.24 show the relationships between the percentage change in SAT scores from 1981-2001, and the percentage changes in per pupil expenditures, average teacher salaries, teacher salaries as a percentage of total expenditures, schools per district, students per school, and pupil-to-teacher ratios. Figures 3.22, 3.23, and 3.24, however, (those that highlight changes in schools per district, students per school, and pupil-to-teacher ratios) all show an apparent relationship between a positive change in average SAT scores and a decrease in the pupil-to-teacher ration, a decrease in students per school, and a decrease in schools per district. Figures 3.22 and 3.23 (those that highlight changes in expenditures per pupil and average instructional staff salaries) indicate a slight relationship between positive changes in SAT scores and increased spending per pupil and increased instructional staff salaries. As the statistical tests discussed below demonstrate, however, these relationships do not hold after adjusting for the large variation between states.

Statistical Tests[7]

The statistical tests used in this study are able to account for the possible fact that several educational inputs *together* are important to student achievement. These tests have the additional benefit of predicting whether individual inputs have an effect on student achievement, even if all other factors are the same. For example, these tests can predict whether the combination of large expenditures per pupil, high teacher salaries, *and* small class size leads to higher SAT scores. The same test can determine whether any one of these inputs (holding the others constant) leads to greater achievement on the SAT test.

The first conclusion of these tests is that differences in educational inputs measured in this study (students per school, schools per district, student to teacher ratios, per pupil expenditures, teacher salaries, and funds received from the federal government) taken together do not explain differences in student achievement. In other words, more schools, more school districts, a low pupil-to-teacher ratio, high expenditures per students, high teacher salaries, federal involvement in primary and secondary education together do not improve student performance as measured by average standardized test scores.

The second general conclusion of these tests is that very few of the educational inputs measured in this study, taken individually and holding all the others constant, have an impact on student performance levels. Specifically, the number of schools per district, the level of per pupil expenditures, and teacher salaries have no impact on student achievement. The tests do demonstrate a weak relationship between student performance and students per school, federal funding as a percentage of overall funding, and pupil to teacher ratios. The results of the tests, however, in regard to federal funding and pupil to teacher ratios, are counter-intuitive. Specifically, the tests indicate that higher student achievement is weakly associated with more pupils per teacher and less federal involvement in primary and secondary education.[8] Only the positive relationship between fewer students per school and greater academic achievement follows the conventional wisdom.

Moreover, all of these already weak findings are diminished further because the statistical tests used in this study show that there is no relationship between changes in SAT scores over the past two decades and changes in students per school, changes in pupil-to-teacher ratios, or changes in federal involvement, after taking into account the large variations between states.

Clearly, these tests demonstrate that the conventional wisdom that primary and secondary education in the United States can be improved by spending more money, creating more school districts, increasing teacher salaries, and spending more resources per pupil is ineffective.

Moreover, it is clear that states cannot improve student performance over time simply by tweaking pupil-to-teacher ratios, building more schools, or adjusting the level of federal assistance they receive. The natural conclusion of these statistical tests (indeed of the complete analysis of this chapter) is that factors other than those measured in this study are the key determinants to high levels of academic achievement.

TABLE 3.1 EDUCATIONAL ACHIEVEMENT AND ENROLLMENT/STAFFING INPUTS

	2000 NAEP 8th Grade Math		2001 SAT Composite Data			2001 ACT Composite Data		
	Score	Rank	Average Composite Score	Rank	Percent of Graduates Taking SAT	Average Composite Score	Rank	Percent of Graduates Taking ACT
United States	***274***		***1020***		***44%***	***21***		***38%***
Alabama	262	34	1114	15	9%	20.1	41	69%
Alaska	*	*	1024	31	51%	21	29	34%
Arizona	271	27	1048	27	34%	21.5	17	28%
Arkansas	261	36	1112	16	6%	20.1	39	75%
California	262	34	1015	36	51%	21.4	23	12%
Colorado	*	*	1081	21	31%	21.5	17	62%
Connecticut	282	10	1019	33	82%	21.8	29	4%
Delaware	*	*	1000	40	67%	20.6	36	4%
District of Columbia	234	40	956	51	89%	17.4	51	26%
Florida	*	*	997	46	54%	20.4	36	40%
Georgia	266	30	980	49	63%	19.9	46	19%
Hawaii	263	32	1001	40	52%	21.7	13	19%
Idaho	278	14	1085	20	17%	21.5	23	59%
Illinois	277	16	1165	5	12%	21.6	17	71%
Indiana	283	5	1000	40	60%	21.4	23	20%
Iowa	*	*	1196	1	5%	22	7	67%
Kansas	284	3	1157	7	9%	21.6	13	78%
Kentucky	272	25	1100	17	12%	20.1	43	72%
Louisiana	259	38	1126	13	7%	19.6	47	80%
Maine	284	3	1006	39	69%	21.4	9	6%
Maryland	276	19	1018	34	65%	20.5	34	11%
Massachusetts	283	5	1026	30	79%	21.9	9	8%
Michigan	278	14	1133	10	11%	21.3	29	69%
Minnesota	288	1	1169	4	9%	22.1	7	66%
Mississippi	254	39	1077	23	4%	18.5	50	89%
Missouri	274	23	1154	8	8%	21.4	13	70%
Montana	287	2	1078	22	23%	21.7	11	55%
Nebraska	281	11	1130	11	8%	21.6	12	74%
Nevada	268	29	1024	31	33%	21.3	17	39%
New Hampshire	*	*	1036	29	72%	22.3	2	7%
New Jersey	*	*	1012	37	81%	20.6	34	4%
New Mexico	260	37	1093	18	13%	19.9	43	64%
New York	276	19	1000	40	77%	22.2	4	14%
North Carolina	280	13	992	47	65%	19.7	48	13%
North Dakota	283	5	1191	2	4%	21.4	23	80%
Ohio	283	5	1073	24	26%	21.4	23	63%
Oklahoma	272	25	1128	12	8%	20.5	33	71%
Oregon	281	11	1052	26	55%	22.6	1	11%
Pennsylvania	*	*	999	45	71%	21.4	23	8%
Rhode Island	273	24	1000	40	71%	21.2	32	5%
South Carolina	266	30	974	50	57%	19.3	49	28%
South Dakota	*	*	1159	6	4%	21.4	17	70%
Tennessee	263	32	1115	14	13%	20	45	79%
Texas	275	21	992	47	53%	20.3	39	33%
Utah	275	21	1145	9	5%	21.4	17	69%
Vermont	283	5	1017	35	69%	22.2	4	9%
Virginia	277	16	1011	38	68%	20.6	38	10%
Washington	*	*	1054	25	53%	22.4	3	17%
West Virginia	271	27	1039	28	18%	20.2	41	61%
Wisconsin	*	*	1180	3	6%	22.2	4	68%
Wyoming	277	16	1092	19	11%	21.5	13	64%

* *Note: States did not participate*

Schools per District 1999-2000		Students per School 1999-2000		Pupils Per Teacher 1999-2000	
Number	Rank	Number	Rank	Number	Rank
6.3		*506*		*16.6*	
11.8	11	482	28	15.5	26
9.5	15	275	7	17.5	42
7.3	23	523	35	19.3	48
3.6	44	398	17	15.6	27
8.7	18	693	48	20.9	50
9.0	16	446	25	17.4	41
6.0	33	511	34	13.7	7
9.7	14	614	44	15.0	19
6.8	25	408	18	16.2	35
47.9	3	741	50	17.9	44
10.5	13	754	51	15.7	29
256.0	1	723	49	16.7	38
5.9	34	367	14	18.0	45
4.8	38	468	27	16.0	32
6.7	26	504	32	16.8	40
4.1	42	324	9	14.7	16
4.7	39	326	10	14.2	13
8.7	19	415	20	15.8	30
23.2	5	490	30	15.2	22
3.1	47	291	8	13.5	6
57.3	2	616	45	16.8	39
5.1	35	508	33	14.2	14
5.0	36	433	23	17.7	43
6.9	24	365	13	15.4	25
6.7	27	492	31	16.2	36
4.5	40	380	15	14.0	11
2.0	50	179	2	15.2	23
2.4	49	213	4	14.0	12
28.9	4	663	46	18.6	46
3.2	46	397	16	14.7	17
4.0	43	524	36	13.2	4
8.5	20	427	21	16.0	34
6.1	32	665	47	14.0	10
18.5	7	577	40	15.6	28
2.6	48	195	3	14.4	15
6.4	30	468	26	16.0	33
3.3	45	345	12	15.1	21
6.4	29	427	22	19.2	47
6.5	28	562	39	15.9	31
8.8	17	489	29	12.9	2
12.6	10	588	42	15.0	20
4.5	41	167	1	13.9	9
11.7	12	560	38	16.3	37
6.3	31	540	37	14.9	18
19.7	6	604	43	21.5	51
1.3	51	264	6	12.3	1
14.6	9	588	41	12.9	3
7.7	22	440	24	20.0	49
15.5	8	341	11	13.9	8
5.0	37	414	19	15.3	24
8.1	21	236	5	13.5	5

TABLE 3.2 EDUCATIONAL ACHIEVEMENT AND FINANCIAL INPUTS

	2000 NAEP 8th Grade Math		2001 SAT Composite Data			2001 ACT Composite Data		
	Score	Rank	Average Composite Score	Rank	Percent of Graduates Taking SAT in 2001	Average Composite Score	Rank	Percent of Graduates Taking ACT
United States	***274***		***1020***			***21***		***38%***
Alabama	262	34	1114	15	44%	20.1	41	69%
Alaska	*	*	1024	31	9%	21	29	34%
Arizona	271	27	1048	27	51%	21.5	17	28%
Arkansa	261	36	1112	16	34%	20.1	39	75%
California	262	34	1015	36	6%	21.4	23	12%
Colorado	*	*	1081	21	51%	21.5	17	62%
Connecticut	282	10	1019	33	31%	21.8	29	4%
Delaware	*	*	1000	40	82%	20.6	36	4%
District of Columbia	234	40	956	51	67%	17.4	51	26%
Florida	*	*	997	46	89%	20.4	36	40%
Georgia	266	30	980	49	54%	19.9	46	19%
Hawaii	263	32	1001	40	63%	21.7	13	19%
Idaho	278	14	1085	20	52%	21.5	23	59%
Illinois	277	16	1165	5	17%	21.6	17	71%
Indiana	283	5	1000	40	12%	21.4	23	20%
Iowa	*	*	1196	1	60%	22	7	67%
Kansas	284	3	1157	7	5%	21.6	13	78%
Kentucky	272	25	1100	17	9%	20.1	43	72%
Louisiana	259	38	1126	13	12%	19.6	47	80%
Maine	284	3	1006	39	7%	21.4	9	6%
Maryland	276	19	1018	34	69%	20.5	34	11%
Massachusetts	283	5	1026	30	65%	21.9	9	8%
Michigan	278	14	1133	10	79%	21.3	29	69%
Minnesota	288	1	1169	4	11%	22.1	7	66%
Mississippi	254	39	1077	23	9%	18.5	50	89%
Missouri	274	23	1154	8	4%	21.4	13	70%
Montana	287	2	1078	22	8%	21.7	11	55%
Nebraska	281	11	1130	11	23%	21.6	12	74%
Nevada	268	29	1024	31	8%	21.3	17	39%
New Hampshire	*	*	1036	29	33%	22.3	2	7%
New Jersey	*	*	1012	37	72%	20.6	34	4%
New Mexico	260	37	1093	18	81%	19.9	43	64%
New York	276	19	1000	40	13%	22.2	4	14%
North Carolina	280	13	992	47	77%	19.7	48	13%
North Dakota	283	5	1191	2	65%	21.4	23	80%
Ohio	283	5	1073	24	4%	21.4	23	63%
Oklahoma	272	25	1128	12	26%	20.5	33	71%
Oregon	281	11	1052	26	8%	22.6	1	11%
Pennsylvania	*	*	999	45	55%	21.4	23	8%
Rhode Island	273	24	1000	40	71%	21.2	32	5%
South Carolina	266	30	974	50	71%	19.3	49	28%
South Dakota	*	*	1159	6	57%	21.4	17	70%
Tennessee	263	32	1115	14	4%	20	45	79%
Texas	275	21	992	47	13%	20.3	39	33%
Utah	275	21	1145	9	53%	21.4	17	69%
Vermont	283	5	1017	35	5%	22.2	4	9%
Virginia	277	16	1011	38	69%	20.6	38	10%
Washington	*	*	1054	25	68%	22.4	3	17%
West Virginia	271	27	1039	28	53%	20.2	41	61%
Wisconsin	*	*	1180	3	18%	22.2	4	68%
Wyoming	277	16	1092	19	6%	21.5	13	64%

Note: States did not participate

Percent of funds from federal sources 1999-2000	Rank	Per Pupil Expenditures 1999-2000	Rank	Average Instructional Staff Salary 1999-2000 U.S. Average Staff Salary	Rank
6.9%		$6,627		$43,768	
10.4%	8	$4,946	47	$38,324	32
12.5%	4	$8,834	4	$48,676	9
7.3%	24	$4,505	50	$46,771	12
8.2%	15	$5,540	42	$35,022	44
7.7%	19	$5,967	33	$47,817	11
5.5%	37	$5,282	46	$40,270	27
4.7%	43	$9,792	2	$53,753	3
7.4%	23	$8,022	9	$46,662	13
16.6%	1	$8,277	8	$49,153	7
8.1%	16	$5,872	35	$37,900	34
6.6%	30	$5,953	34	$43,048	18
9.8%	10	$6,257	24	$41,830	22
7.0%	25	$5,411	43	$36,823	41
6.5%	31	$6,149	27	$48,390	10
4.5%	46	$6,674	19	$43,062	17
4.3%	49	$6,008	31	$36,980	40
6.2%	34	$6,386	23	$42,670	26
8.0%	17	$6,425	22	$38,239	33
11.7%	5	$5,701	39	$36,759	45
6.2%	33	$7,619	12	$39,762	31
5.4%	39	$7,174	16	$45,809	15
5.0%	41	$8,750	5	$59,906	1
6.7%	28	$7,451	13	$48,695	8
4.7%	44	$7,435	14	$41,044	24
14.0%	2	$4,605	48	$33,147	48
6.8%	27	$5,846	37	$37,469	38
11.1%	7	$6,131	28	$33,827	47
5.3%	40	$6,000	32	$37,359	39
5.0%	42	$5,568	41	$41,543	23
3.7%	50	$6,202	25	$46,161	14
3.2%	51	$9,775	3	$55,513	2
12.6%	3	$5,861	36	$34,529	46
6.6%	29	$9,797	1	$51,384	5
7.6%	22	$5,724	38	$40,843	25
11.5%	6	$4,512	49	$30,114	51
5.8%	35	$6,479	21	$42,939	20
8.7%	13	$5,634	40	$33,039	49
6.3%	32	$8,605	6	$42,776	21
5.5%	36	$7,243	15	$49,550	6
4.4%	48	$7,990	10	$52,367	4
7.9%	18	$6,113	29	$37,864	36
10.4%	9	$5,369	45	$30,256	50
9.0%	11	$5,387	44	$37,790	37
8.4%	14	$6,092	30	$39,806	28
6.9%	26	$4,036	51	$39,280	29
4.5%	47	$6,981	17	$37,880	35
5.4%	38	$6,149	26	$38,909	30
7.7%	20	$6,528	20	$43,024	19
9.0%	12	$8,488	7	$36,250	42
4.6%	45	$7,886	11	$44,105	16
7.6%	21	$6,911	18	$35,341	43

TABLE 3.3 STATE-BY-STATE RANKING ON EDUCATIONAL INPUTS AND OUTPUTS

	2000 NAEP	2001 SAT	2001 ACT	Schools per District 1999-2000
Alabama	34	15	41	11
Alaska	*	31	29	15
Arizona	27	27	17	23
Arkansa	36	16	39	44
California	34	36	23	18
Colorado	*	21	17	16
Connecticut	10	33	29	33
Delaware	*	40	36	14
District of Columbia	40	51	51	25
Florida	*	46	36	3
Georgia	30	49	46	13
Hawaii	32	40	13	1
Idaho	14	20	23	34
Illinois	16	5	17	38
Indiana	5	40	23	26
Iowa	*	1	7	42
Kansas	3	7	13	39
Kentucky	25	17	43	19
Louisiana	38	13	47	5
Maine	3	39	9	47
Maryland	19	34	34	2
Massachusetts	5	30	9	35
Michigan	14	10	29	36
Minnesota	1	4	7	24
Mississippi	39	23	50	27
Missouri	23	8	13	40
Montana	2	22	11	50
Nebraska	11	11	12	49
Nevada	29	31	17	4
New Hampshire	*	29	2	46
New Jersey	*	37	34	43
New Mexico	37	18	43	20
New York	19	40	4	32
North Carolina	13	47	48	7
North Dakota	5	2	23	48
Ohio	5	24	23	30
Oklahoma	25	12	33	45
Oregon	11	26	1	29
Pennsylvania	*	45	23	28
Rhode Island	24	40	32	17
South Carolina	30	50	49	10
South Dakota	*	6	17	41
Tennessee	32	14	45	12
Texas	21	47	39	31
Utah	21	9	17	6
Vermont	5	35	4	51
Virginia	16	38	38	9
Washington	*	25	3	22
West Virginia	27	28	41	8
Wisconsin	*	3	4	37
Wyoming	16	19	13	21

** Note: States did not participate*

Pupil-per Teacher ratio 1999-2000	Percent of Funds from Federal Sources 1999-2000	Average Per Pupil Expenditures 1999-2000	Instructional Staff Salary 1999-2000
26	8	47	32
42	4	4	9
48	24	50	12
27	15	42	44
50	19	33	11
41	37	46	27
7	43	2	3
19	23	9	13
35	1	8	7
44	16	35	34
29	30	34	18
38	10	24	22
45	25	43	41
32	31	27	10
40	46	19	17
16	49	31	40
13	34	23	26
30	17	22	33
22	5	39	45
6	33	12	31
39	39	16	15
14	41	5	1
43	28	13	8
25	44	14	24
36	2	48	48
11	27	37	38
23	7	28	47
12	40	32	39
46	42	41	23
17	50	25	14
4	51	3	2
34	3	36	46
10	29	1	5
28	22	38	25
15	6	49	51
33	35	21	20
21	13	40	49
47	32	6	21
31	36	15	6
2	48	10	4
20	18	29	36
9	9	45	50
37	11	44	37
18	14	30	28
51	26	51	29
1	47	17	35
3	38	26	30
49	20	20	19
8	12	7	42
24	45	11	16
5	21	18	43

TABLE 3.4 TREND RELATIONSHIPS

	SAT Score changes 1981-2001	Rank	Change in Per Pupil Expenditures 1979-99	Rank	Change in Average Teacher Salary 1979-99 (constant)	Rank
United States	***2.5%***		***22.60%***		***4.13%***	
Alabama	10.5%	1	26.44%	27	10.84%	11
Alaska	-2.0%	44	-19.00%	50	-30.29%	50
Arizona	-6.1%	51	-4.20%	45	2.79%	27
Arkansa	1.6%	26	28.10%	24	9.59%	12
California	1.8%	23	1.18%	41	-3.25%	39
Colorado	-0.6%	39	-15.96%	49	-1.78%	36
Connecticut	0.7%	31	64.85%	3	26.93%	2
Delaware	-1.6%	43	27.35%	25	11.17%	8
District of Columbia	8.0%	4	25.82%	29		
Florida	0.3%	34	10.48%	37	-0.26%	33
Georgia	5.8%	10	51.61%	10	16.88%	4
Hawaii	3.2%	16	56.67%	6	-11.35%	46
Idaho	8.0%	5	33.66%	16	4.40%	25
Illinois	8.7%	3	16.45%	35	7.95%	17
Indiana	2.4%	20	51.91%	9	9.34%	13
Iowa	2.0%	22	-2.02%	43	-4.87%	40
Kansas	1.0%	29	10.98%	36	12.09%	7
Kentucky	1.8%	24	91.98%	2	0.23%	31
Louisiana	5.8%	11	25.92%	28	-0.83%	35
Maine	0.3%	35	59.98%	5	-10.58%	44
Maryland	1.7%	25	31.18%	20	-0.63%	34
Massachusetts	2.6%	18	39.00%	13	6.50%	21
Michigan	6.1%	8	31.03%	21	3.44%	26
Minnesota	2.7%	17	25.74%	30	-5.16%	41
Mississippi	3.6%	14	26.65%	26	7.80%	19
Missouri	7.9%	6	32.63%	19	5.36%	22
Montana	-4.9%	50	-4.60%	46	-10.27%	43
Nebraska	1.3%	28	25.04%	32	4.97%	23
Nevada	-2.6%	46	-0.72%	42	-2.14%	37
New Hampshire	0.2%	36	30.64%	22	42.80%	1
New Jersey	3.7%	13	50.04%	11	23.53%	3
New Mexico	-1.1%	41	2.11%	40	-28.23%	49
New York	-0.6%	40	28.32%	23	4.87%	24
North Carolina	7.5%	7	19.15%	34	11.05%	10
North Dakota	3.2%	15	-14.37%	48	-11.06%	45
Ohio	1.0%	30	36.72%	15	8.71%	15
Oklahoma	2.1%	21	19.18%	33	-2.47%	38
Oregon	4.1%	12	38.23%	14	0.24%	30
Pennsylvania	-0.1%	38	7.86%	38	14.77%	6
Rhode Island	0.6%	32	48.52%	12	1.61%	28
South Carolina	8.7%	2	62.99%	4	11.10%	9
South Dakota	-1.1%	42	2.50%	39	-5.96%	42
Tennessee	2.5%	19	55.42%	7	8.71%	14
Texas	0.1%	37	33.19%	17	7.85%	18
Utah	-2.2%	45	-19.15%	51	0.14%	32
Vermont	0.5%	33	53.88%	8	15.93%	5
Virginia	1.6%	27	25.73%	31	6.60%	20
Washington	-4.6%	49	-12.08%	47	-11.69%	47
West Virginia	-2.9%	47	109.39%	1	1.53%	29
Wisconsin	6.0%	9	33.00%	18	8.23%	16
Wyoming	-3.5%	48	-3.34%	44	-16.00%	48

Change in Students per District 1979-99	Rank	Change in Schools per District 1979-99	Rank	Change in Pupils per Teacher 1979-99	Rank
18.85%		*4.74%*		*-13.09%*	
-3.96%	39	-6.46%	9	-34.18%	2
52.64%	7	34.19%	51	1.16%	50
59.62%	4	-3.39%	15	-0.62%	48
18.79%	19	4.44%	30	-17.97%	21
53.92%	6	20.30%	47	0.44%	49
32.28%	13	3.74%	28	-6.61%	46
-11.22%	47	-5.77%	12	-14.65%	28
-8.05%	43	8.60%	39	-13.46%	33
-94.81%	51	-28.05%	1	-9.52%	42
57.72%	5	2.42%	25	-14.54%	29
37.07%	10	28.17%	50	-23.87%	9
9.71%	27	-1.43%	18	-28.50%	3
23.09%	17	-0.42%	20	-13.98%	32
11.60%	26	-1.41%	19	-16.43%	25
-5.09%	40	-3.30%	16	-17.15%	23
7.63%	31	5.94%	34	-12.05%	37
12.08%	23	18.77%	44	-12.63%	35
-3.93%	37	-13.86%	2	-22.99%	11
-6.18%	41	-6.85%	8	-15.03%	27
-10.90%	46	4.62%	31	-36.25%	1
8.87%	29	4.75%	33	-9.77%	41
-10.88%	45	11.06%	40	-4.55%	47
-33.10%	50	-10.67%	5	-17.70%	22
41.30%	9	-12.30%	3	-12.61%	36
3.60%	34	7.78%	37	-13.24%	34
8.33%	30	-4.76%	13	-21.57%	14
24.60%	16	-11.70%	4	-8.31%	43
81.17%	3	26.11%	49	-10.53%	39
120.40%	1	23.89%	48	-12.04%	38
16.78%	20	6.12%	35	-18.62%	19
-3.93%	38	-6.29%	10	-20.24%	16
16.34%	21	-4.16%	14	-17.98%	20
-2.49%	36	-7.19%	7	-25.05%	8
33.62%	11	1.90%	23	-23.29%	10
29.65%	14	19.41%	46	-7.89%	44
-9.48%	44	-8.59%	6	-20.09%	17
22.48%	18	12.08%	41	-14.05%	31
83.27%	2	19.05%	45	1.42%	51
-6.99%	42	6.67%	36	-9.87%	40
12.01%	24	2.72%	26	-22.97%	12
9.40%	28	8.59%	38	-28.11%	5
4.26%	32	-6.05%	11	-15.54%	26
11.92%	25	12.63%	42	-22.79%	13
26.50%	15	3.76%	29	-20.33%	15
42.91%	8	15.53%	43	-19.23%	18
-14.87%	48	4.72%	32	-16.62%	24
12.45%	22	2.25%	24	-28.46%	4
33.00%	12	0.73%	22	-7.14%	45
-25.09%	49	0.55%	21	-27.58%	6
4.25%	33	3.10%	27	-14.09%	30
-1.79%	35	-2.31%	17	-26.43%	7

FIGURE 3.1 SAT SCORES AND PUPILS PER TEACHER

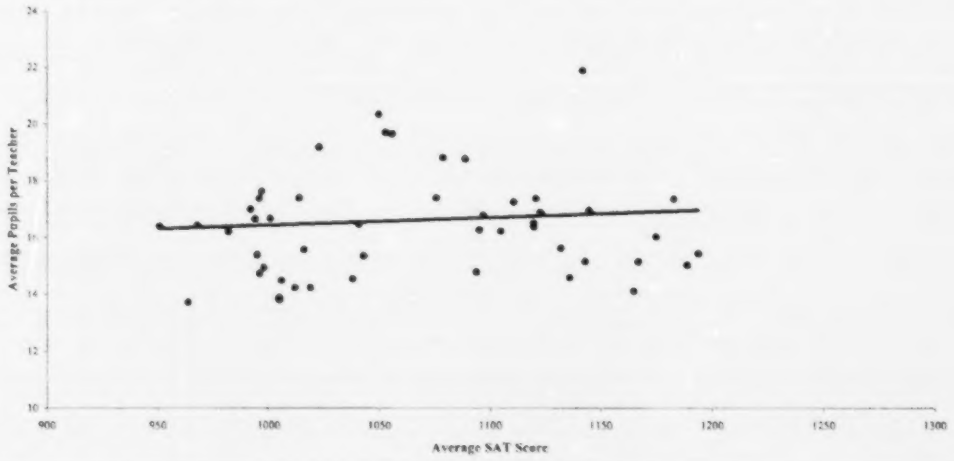


FIGURE 3.2 NAEP SCORES AND PUPILS PER TEACHER

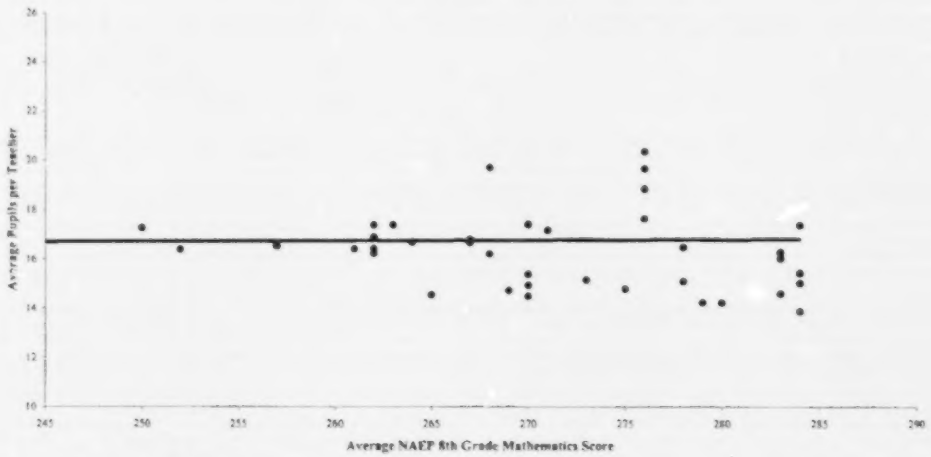


FIGURE 3.3 ACT SCORES AND PUPILS PER TEACHER

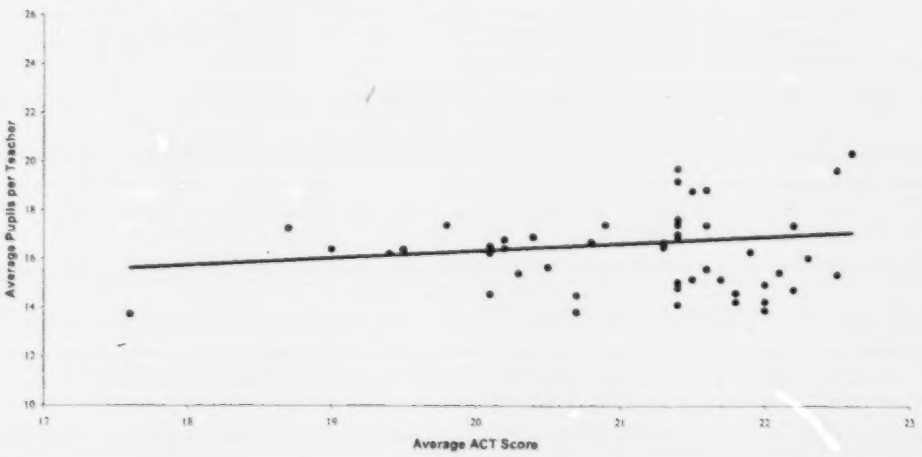


FIGURE 3.4 SAT SCORES AND STUDENTS PER SCHOOL

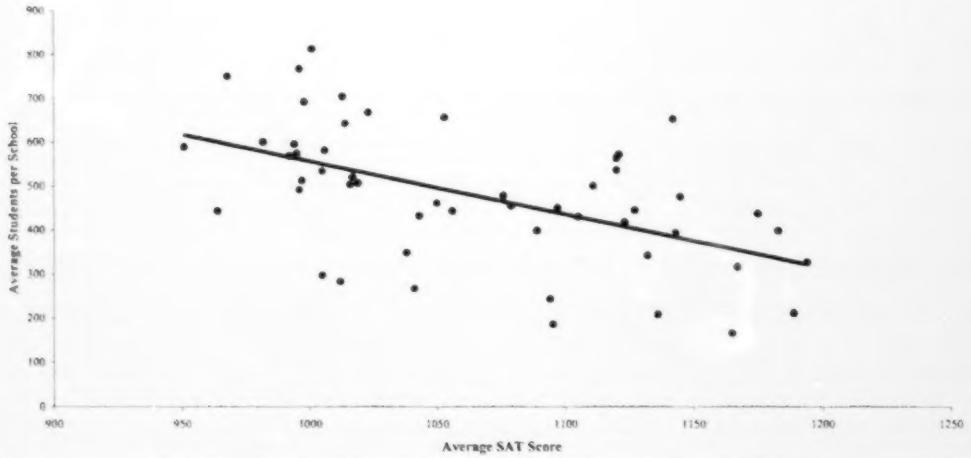


FIGURE 3.5 NAEP SCORES AND STUDENTS PER SCHOOL

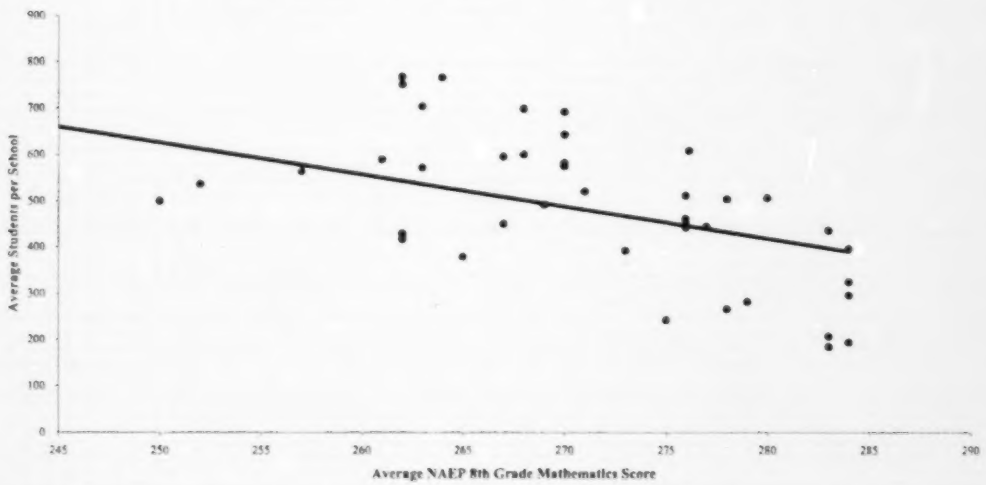


FIGURE 3.6 ACT SCORES AND STUDENTS PER SCHOOL

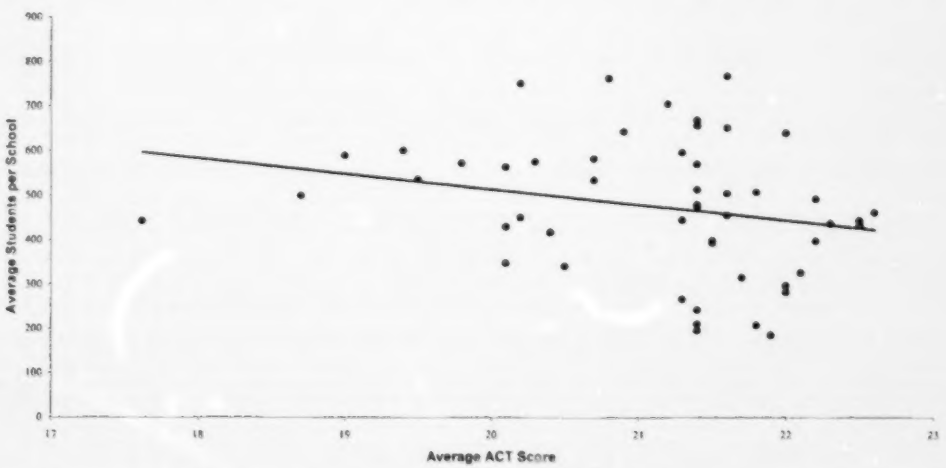


FIGURE 3.7 SAT SCORES AND SCHOOLS PER DISTRICT

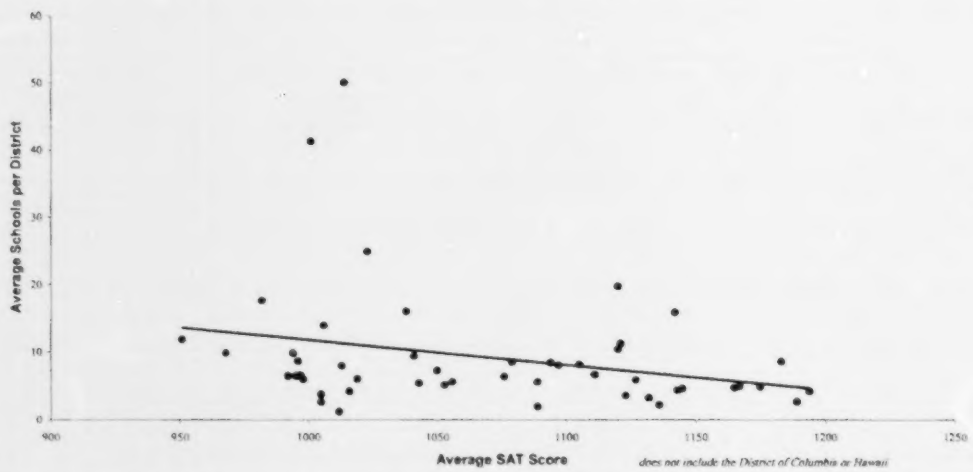


FIGURE 3.8 NAEP SCORES AND SCHOOLS PER DISTRICT

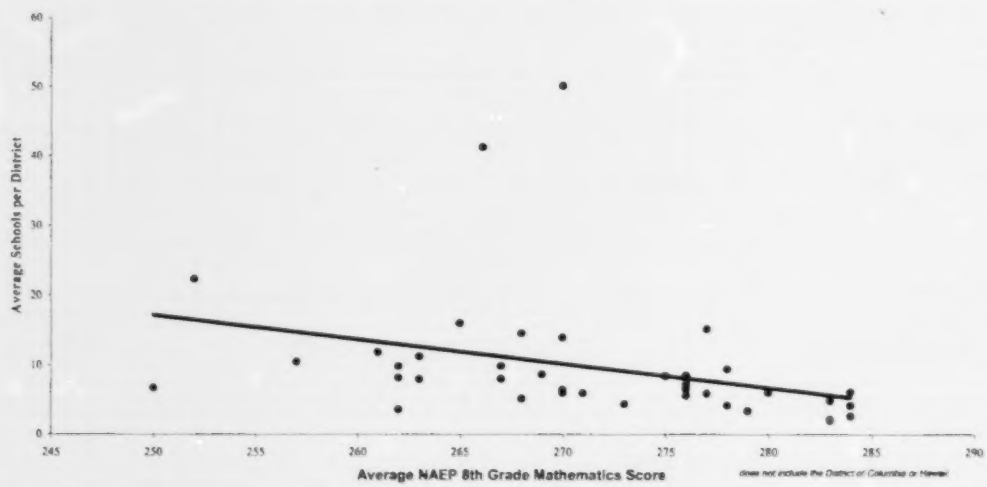


FIGURE 3.9 ACT SCORES AND SCHOOLS PER DISTRICT

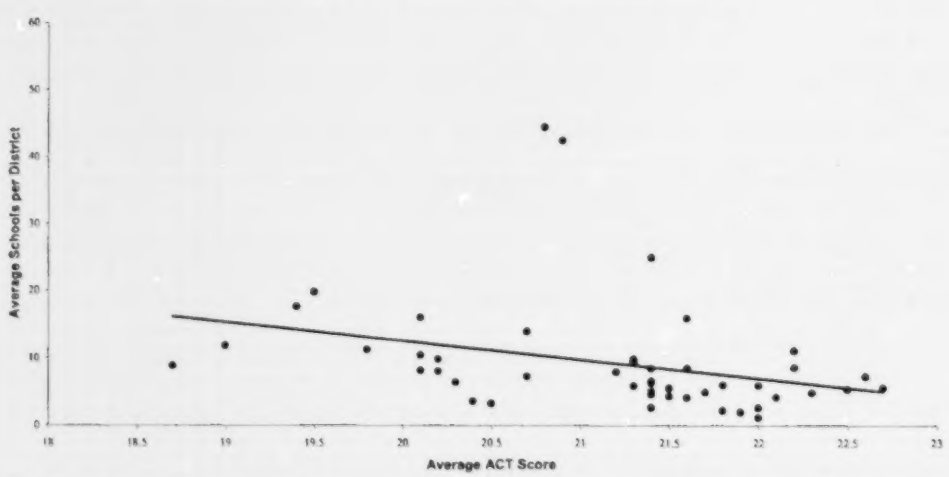


FIGURE 3.10 SAT SCORES AND EXPENDITURES PER PUPIL

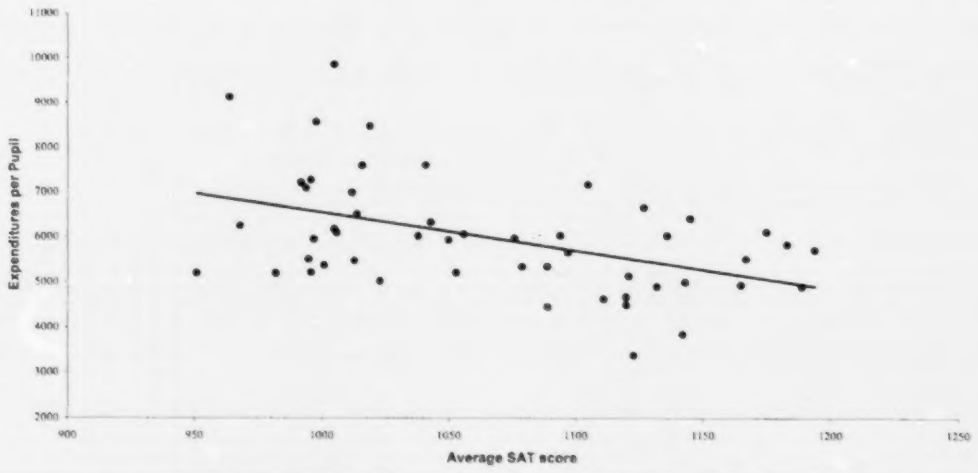


FIGURE 3.11 NAEP SCORES AND EXPENDITURES PER PUPIL

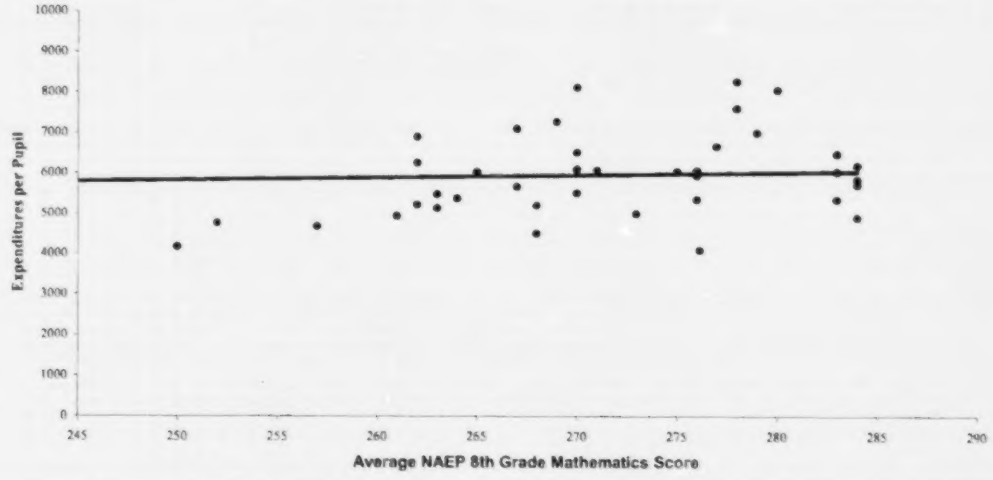


FIGURE 3.12 ACT SCORES AND EXPENDITURES PER PUPIL

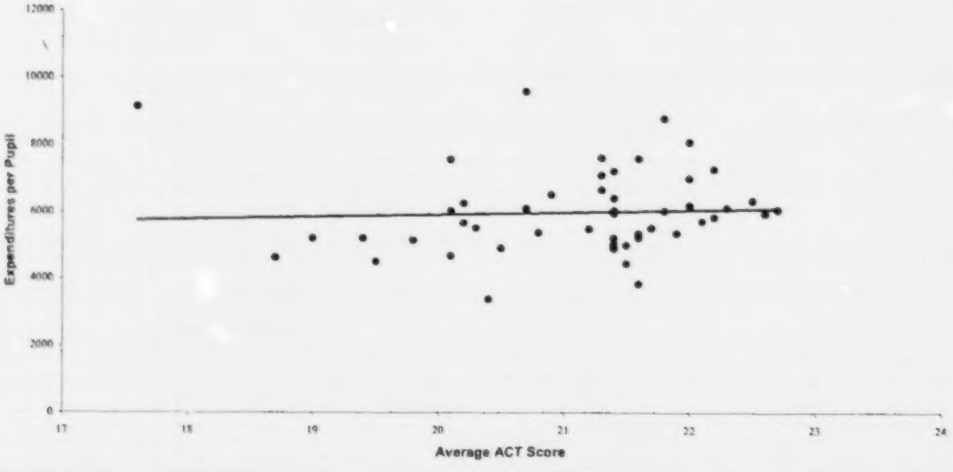


FIGURE 3.13 SAT SCORES AND AVERAGE TEACHER SALARIES

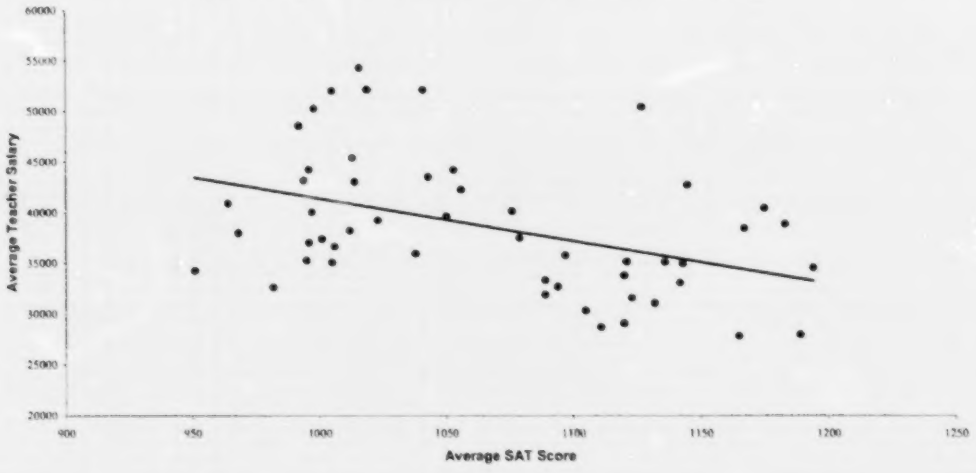


FIGURE 3.14 NAEP SCORES AND AVERAGE TEACHER SALARIES

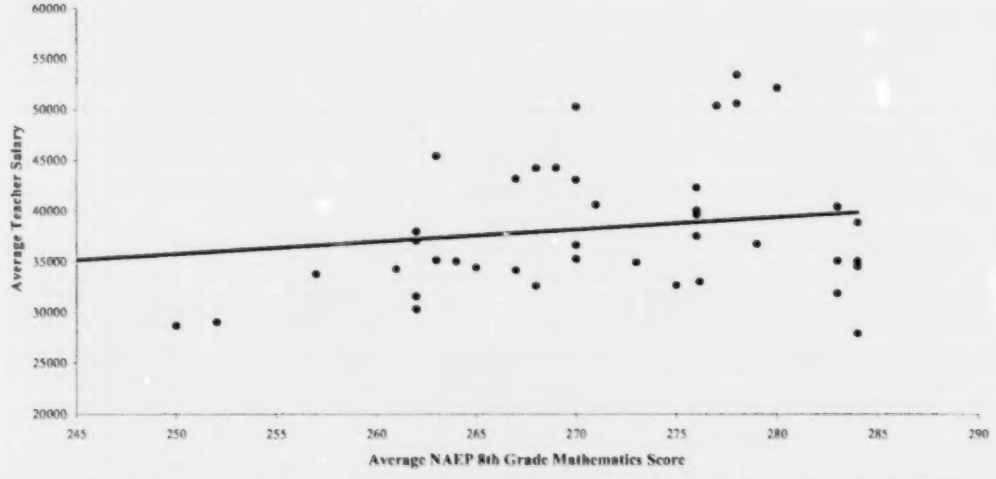


FIGURE 3.15 ACT SCORES AND AVERAGE TEACHER SALARIES

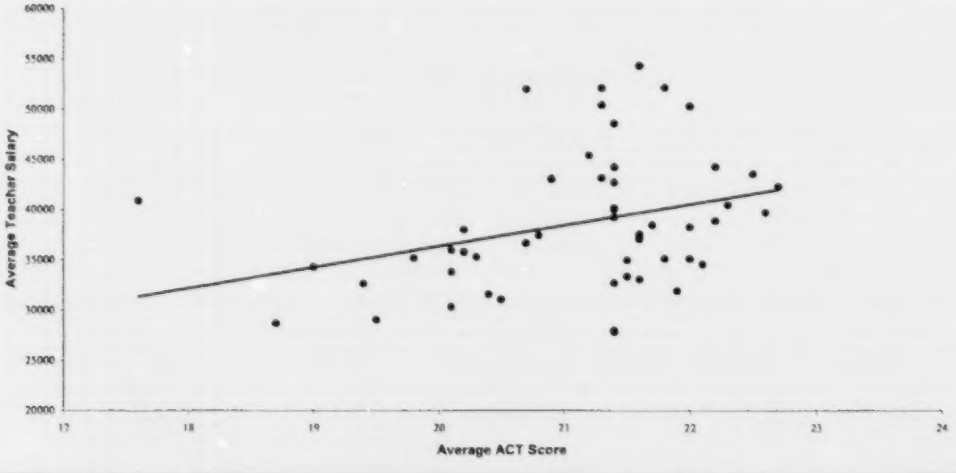


FIGURE 3.16 SAT SCORES AND PERCENT FEDERAL FUNDING

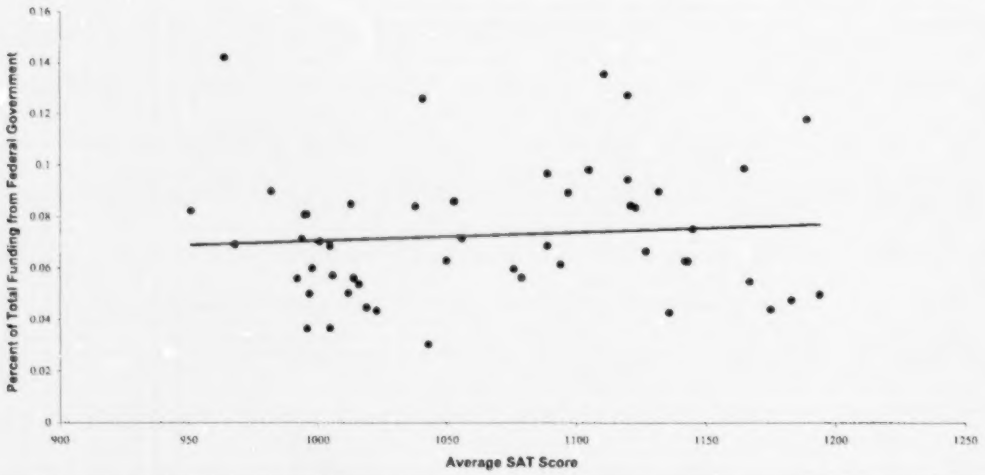


FIGURE 3.17 NAEP SCORES AND PERCENT FEDERAL FUNDING

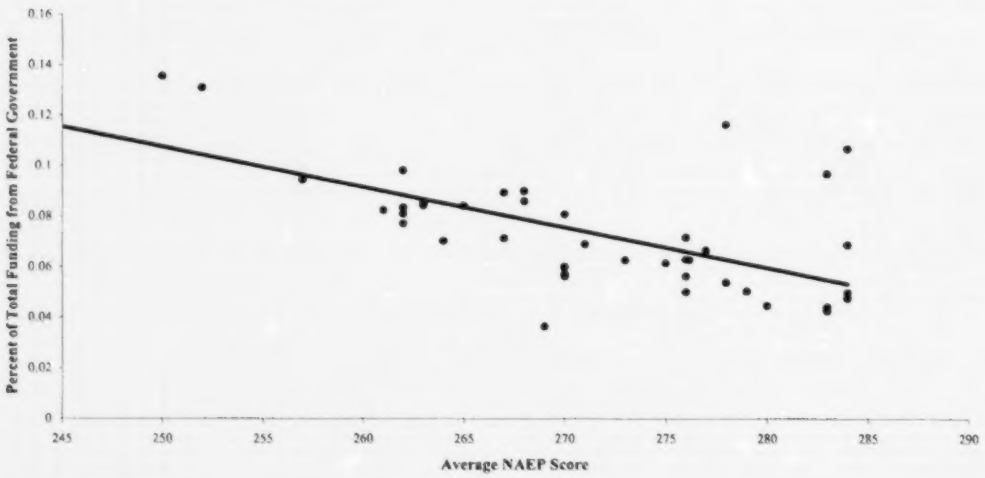


FIGURE 3.18 ACT SCORES AND PERCENT FEDERAL FUNDING

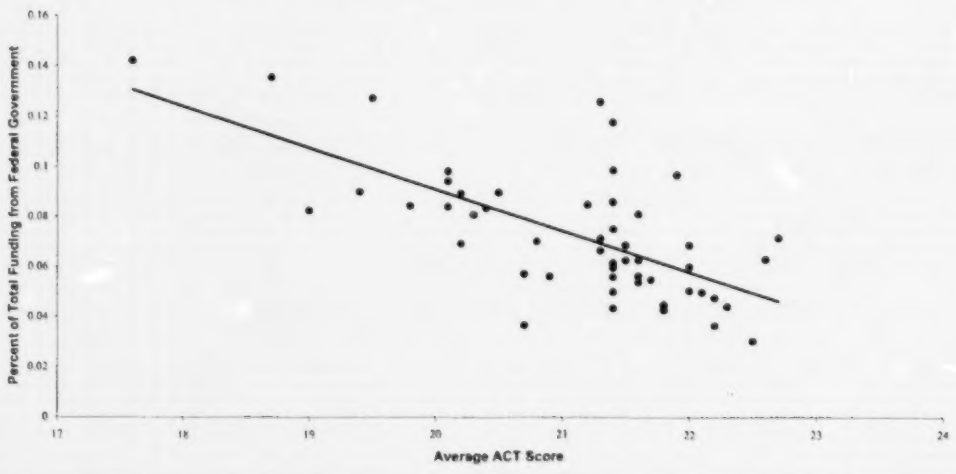


FIGURE 3.19 PERCENT CHANGES IN SAT SCORES AND EXPENDITURES PER PUPIL, 1981-2001

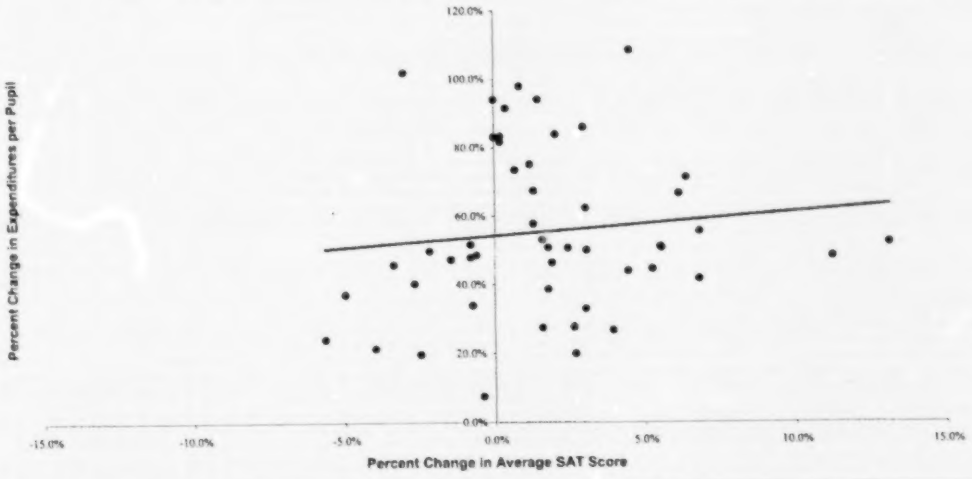


FIGURE 3.20 PERCENT CHANGES IN SAT SCORES AND AVERAGE TEACHERS SALARIES, 1981-2001

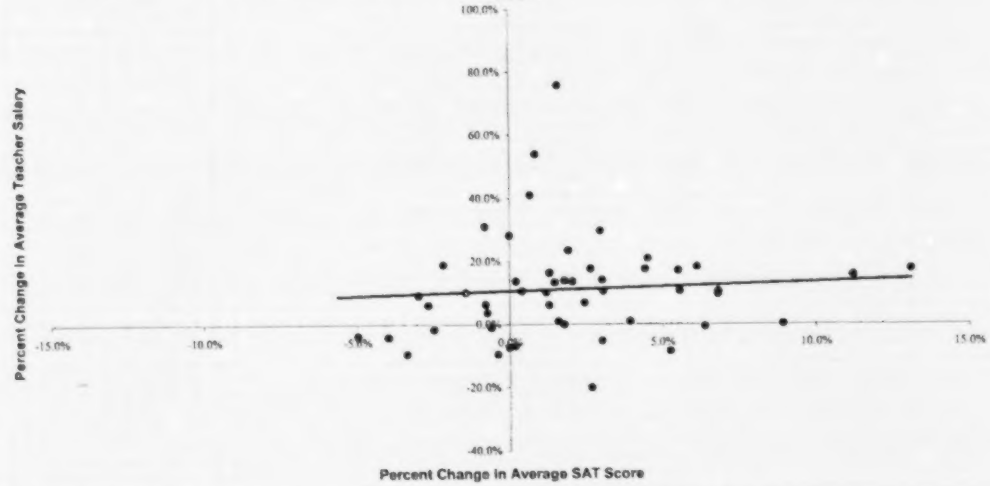


FIGURE 3.21 PERCENT CHANGES IN SAT SCORES AND AVERAGE TEACHERS SALARIES AS A PERCENTAGE OF TOTAL EXPENDITURES, 1981-2001

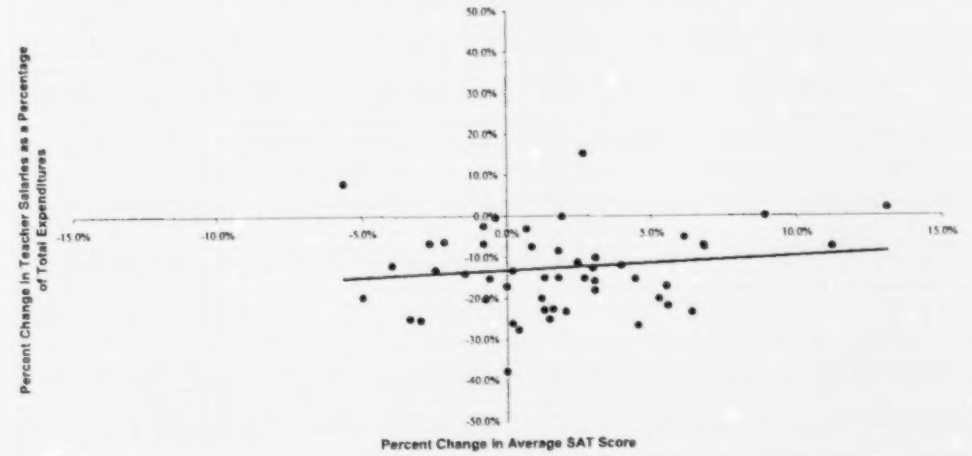


FIGURE 3.22 PERCENT CHANGES IN SAT SCORES AND SCHOOLS PER DISTRICT, 1981-2001

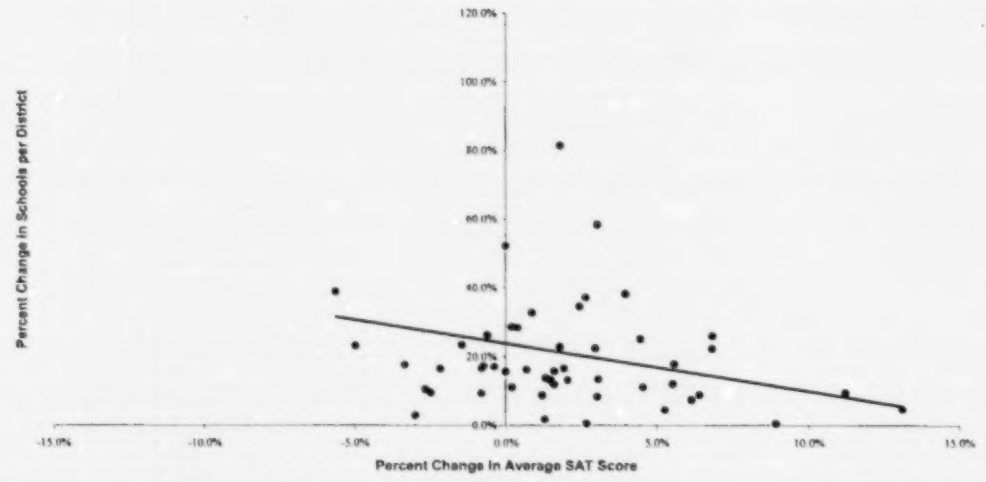


FIGURE 3.23 PERCENT CHANGES IN SAT SCORES AND STUDENTS PER SCHOOL, 1981-2001

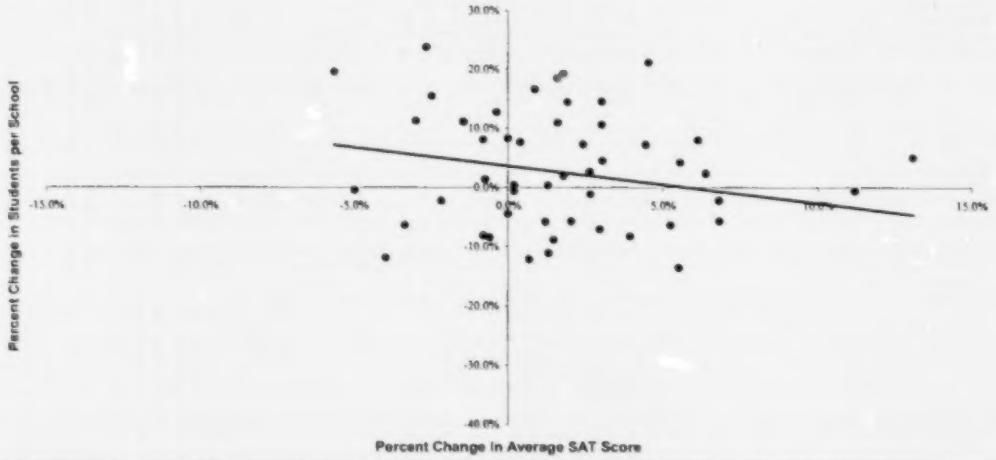
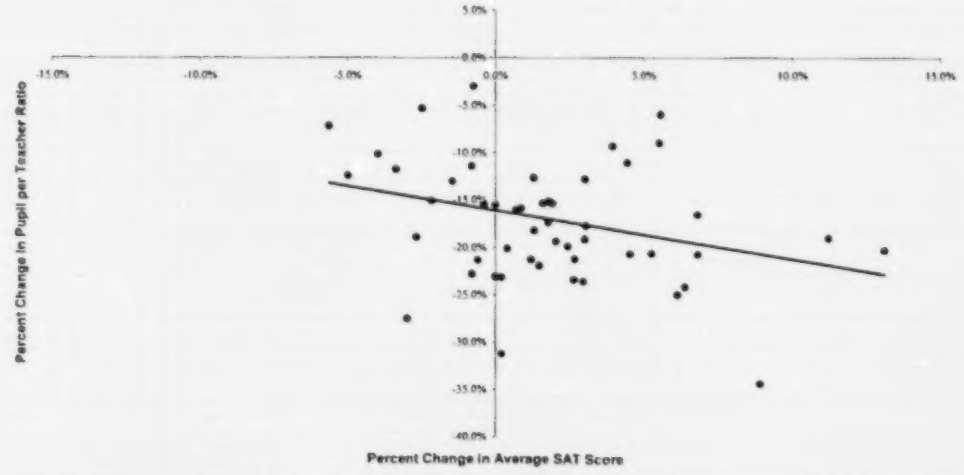


FIGURE 3.24 PERCENT CHANGES IN SAT SCORES AND PUPIL TO TEACHER, 1981-2001



Chapter 4: Basic Educational Demographics and Charter School Information

Many of the factors that directly affect the basic structure of this country's primary and secondary education system, and indirectly impact student achievement are the result of general demographic changes. Increases in population in general, and students in particular, can place great stress on a state's or local school district's existing educational infrastructure. Other factors such as rising unemployment, deepening poverty, or a shrinking tax base all factor into the educational equation and may require states and localities to think outside of the box in order to provide a consistent level of education.

Note: Many of the basic educational demographic factors previously found in this chapter have been reformatted and can now be found in the "State Snapshot" section of this report.

Public School Enrollment

Many states, particularly in the south and west, have experienced dramatic growth in their public school enrollment over the past two decades, while many northeastern states have experienced significant losses in student population. This can be explained by looking at the general shift in U.S. population over the past twenty years from the north and east to the southern and western states. Nevada has seen its public school enrollment increase an astonishing 120 percent since 1979 – nearly doubling the next closest state Arizona whose student enrollment grew by a robust 68.7 percent. Over the same twenty-year period, two states saw declines in their student population of over 25 percent – the District of Columbia's student population declined by 27.3 percent and West Virginia's by 25 percent (See table 4.2). Dramatic increases or decreases in student enrollment can pose unique challenges to school districts and states as they either rush to fill open teacher slots or build new buildings, or find themselves with unused buildings and an excess of teachers.

Nationally, there were approximately 46.5 million children enrolled in public schools during the 1999-00 school year. This represents an 8.6 percent increase since the 1979-80 school year when approximately 41.5 million children were enrolled in public schools. This increase masks the fact that between 1979 and 1989 public school enrollment decreased by 2.5 percent and then increased over the following decade by 14.8 percent (See table 4.1 and 4.2).

States experiencing the greatest increases in student enrollment between 1979 and 1999: Nevada (120.4 percent), Arizona (68.7 percent), Florida (57.7 percent), Alaska (55.6 percent), California (46.9 percent), and Utah (42.9 percent).

States experiencing the biggest decline in student enrollment between 1979 and 1999: District of Columbia (-27.3 percent), West Virginia (-25.1 percent), Ohio (-10.1 percent), Iowa (-9.3 percent), and Indiana (-8.8 percent).

The National Center for Education Statistics (NCES) – the research branch of the Department of Education – estimates that between 1999 and 2010, public elementary and secondary school enrollment will decrease by approximately .4 percent nationwide. In addition, NCES's forecast predicts a continuation of the current demographic shift in student enrollment from the north and east regions of the country to the west and southwest.[9]

The minority enrollment in public schools nationwide has increased from 26.7 percent in 1979 to 36.5 percent in 1997. This growth has been driven primarily by the increase in Hispanic enrollment throughout the country, up from 6.4 percent in 1976 to 9.9 percent in 1986 to 14.4 percent in 1997.

The District of Columbia (96 percent), Hawaii (78.4 percent), New Mexico (62 percent), California (61.2 percent), and Texas (55 percent) had the highest minority enrollment percentages in 1997.

Charter Schools

Since 1991, 37 states and the District of Columbia have passed charter school laws that grant individual public schools greater autonomy in establishing curricula, recruiting students, and setting achievement standards. The dramatic growth of charter schools over the past

decade can be directly attributed to the growing demand by parents for greater educational alternatives for their children.

As of October 2001 there were 2,366 charter schools in operation in the chartering states (including the District of Columbia), enrolling approximately 579,877 students. What is truly amazing about this number is that 70 percent of these schools have opened during the past four years – showing that the charter school movement is gaining in momentum and acceptance throughout America. Charter school students made up slightly over 1 percent of the entire public school enrollment in the United States during the 2001-02 school year, doubling their numbers from 0.5 percent during the 1996-97 school year (See Tables 4.5 and 4.6).

The effectiveness and growth of charter schools within a state depends on the strength of that specific state's charter law. The Center for Education Reform ranks the 37 states and the District of Columbia on an annual basis to determine the relative strength or weakness of each state's charter school law.[10]

The results of ranking the 38 chartering states by these ten criteria are displayed in Table 4.5. According to the Center for Education Reform's latest ranking, Arizona, Delaware, Minnesota, the District of Columbia, Michigan, Indiana, and Massachusetts have the strongest charter school laws. Mississippi, Kansas, Virginia, Rhode Island, Arkansas, Hawaii, and Alaska have the weakest charter school laws.

Minority enrollment in charter schools varies widely from state to state. In the District of Columbia, 100 percent of charter school students are black. In Texas, 58.1 percent of students in charter schools are Hispanic. And in Colorado, 77.9 percent of charter school students are white. Nationwide however, the percentage of enrollment by race in charter schools does not differ substantially from the percent enrollment by race in all public schools (See Table 4.7 and Figure 4.2).

Measures of a Charter School Law's Strength

- ✓ Number of charter schools permitted
- ✓ Creation of multiple chartering authorities and a binding appeals process;
- ✓ Wide variety of acceptable applicants to run charter schools allowed
- ✓ New start-ups permitted
- ✓ Formal evidence of local support is not required of new charter schools
- ✓ Automatic waiver from laws and regulations extended to charter schools
- ✓ Charter schools enjoy relative legal and operational autonomy
- ✓ New charter schools guaranteed full funding
- ✓ Charter schools given full autonomy over fiscal matters
- ✓ Exemption from collective bargaining and district work rules extended to charters

FIGURE 4.1 GROWTH IN CHARTER SCHOOLS, NATIONWIDE

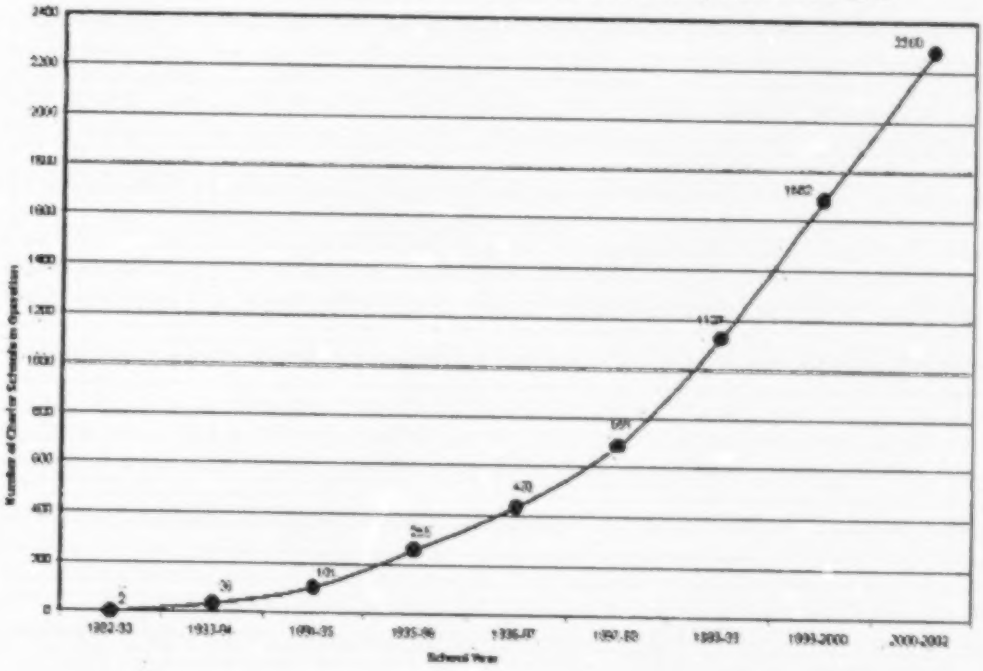


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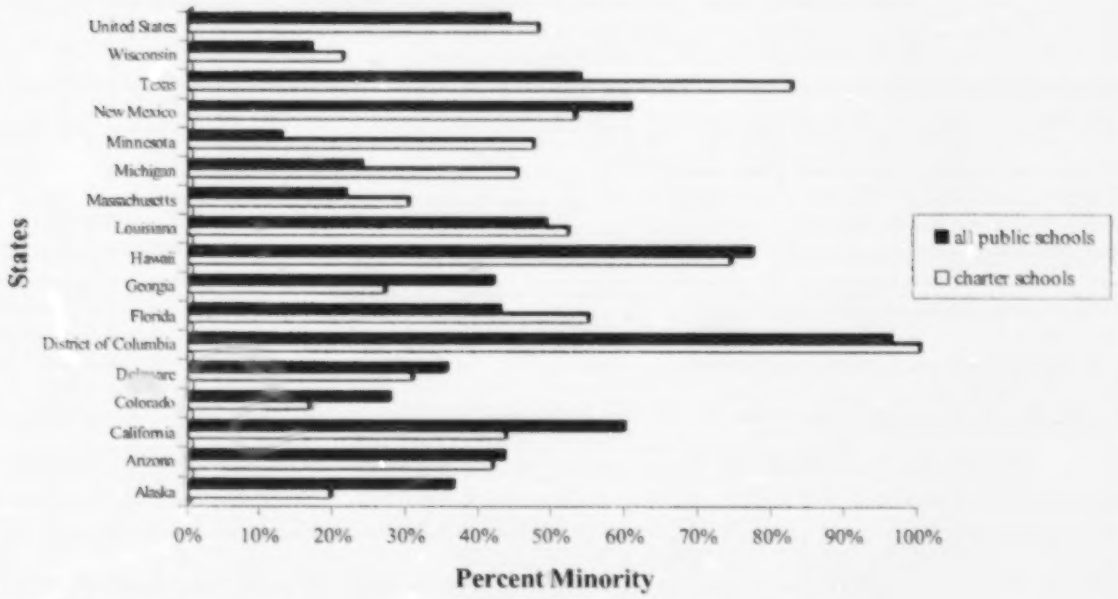
FIGURE 4.2 MINORITY ENROLLMENT IN PUBLIC SCHOOLS AND CHARTER SCHOOLS, BY STATE



Source: Author's tabulations based on table 4.7
Note: Minority enrollment includes Black, Hispanic, Asian, Pacific Islander, and American or Alaskan Natives.

TABLE 4.1 STUDENT ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, RANKED BY 1999-2000 TOTAL ENROLLMENT

	1999-2000 Enrollment	Rank	1989-90 Enrollment	Rank	1979-80 Enrollment	Rank
United States	*46,540,114*		*40,526,372*		*41,578,485*	
Alabama	730,037	23	723,343	21	754,181	22
Alaska	137,800	45	109,280	47	88,573	51
Arizona	858,860	20	607,615	25	509,252	29
Arkansas	447,352	34	434,960	33	453,125	32
California	5,946,421	1	4,771,978	1	4,047,550	1
Colorado	708,109	24	562,755	27	550,527	27
Connecticut	554,899	28	461,560	31	566,634	26
Delaware	113,598	48	97,808	48	104,035	48
District of Columbia	77,194	51	81,301	51	106,156	47
Florida	2,378,882	4	1,772,349	5	1,508,337	8
Georgia	1,422,941	9	1,126,535	9	1,078,462	12
Hawaii	185,036	42	169,493	42	168,660	41
Idaho	245,226	39	214,932	38	202,758	39
Illinois	2,027,600	5	1,797,355	4	2,043,239	4
Indiana	988,042	14	954,165	13	1,083,826	11
Iowa	497,301	31	478,486	29	548,317	28
Kansas	469,377	33	430,864	34	422,924	33
Kentucky	632,573	26	630,688	23	677,123	23
Louisiana	750,982	22	783,025	18	800,435	18
Maine	209,254	40	213,775	39	227,823	38
Maryland	846,695	21	698,806	22	777,725	20
Massachusetts	967,336	15	825,588	14	1,035,724	13
Michigan	1,700,885	8	1,576,785	8	1,860,498	7
Minnesota	861,488	19	739,553	20	778,056	19
Mississippi	499,387	30	502,020	28	482,039	30
Missouri	894,466	17	807,934	17	872,933	15
Montana	157,556	43	151,265	43	158,208	42
Nebraska	286,970	38	270,920	37	287,108	36
Nevada	325,610	35	186,834	40	147,734	44
New Hampshire	206,783	41	171,696	41	170,546	40
New Jersey	1,249,803	10	1,076,005	11	1,287,809	9
New Mexico	324,253	36	296,057	36	275,572	37
New York	2,850,729	3	2,565,841	3	2,969,216	2
North Carolina	1,248,548	11	1,080,744	10	1,150,053	10
North Dakota	115,315	47	117,816	46	117,688	46
Ohio	1,821,276	6	1,767,159	6	2,025,256	5
Oklahoma	627,030	27	578,580	26	583,458	25
Oregon	545,033	29	472,394	30	467,128	31
Pennsylvania	1,816,716	7	1,655,279	7	1,968,801	6
Rhode Island	155,351	44	135,729	44	154,098	43
South Carolina	653,779	25	616,177	24	624,795	24
South Dakota	129,093	46	127,329	45	133,840	45
Tennessee	903,825	16	819,660	15	866,117	16
Texas	3,991,783	2	3,328,514	2	2,872,719	3
Utah	475,974	32	437,446	32	333,049	35
Vermont	104,559	49	94,779	50	98,338	49
Virginia	1,133,994	12	985,346	12	1,031,403	14
Washington	1,003,714	13	810,232	16	764,879	21
West Virginia	290,944	37	327,540	35	388,398	34
Wisconsin	877,852	18	782,905	19	857,855	17
Wyoming	91,883	50	97,172	49	95,505	50

Sources: U.S. Department of Education, National Center for Education Statistics, Digest of Educational Statistics, 1981, 1991, 1990-2000 figures are estimates as recorded in the Department of Education's Projections of Education Statistics to 2010; National Education Association, Estimates of School Statistics 2002. Author's tabulations.

TABLE 4.2 PERCENTAGE CHANGES IN STUDENT ENROLLMENT IN PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, RANKED BY CHANGE FROM 1979-80 TO 1999-2000

	Percent change 1979-80 to1999-00	Rank	Percent change 1979-80 to1989-90	Rank	Percent change 1989-90 to1999-00	Rank
United States	***8.6%***		***-2.5%***		***14.8%***	
Nevada	120.40%	1	26.5%	2	74.3%	1
Arizona	68.65%	2	19.3%	4	41.3%	2
Florida	57.72%	3	17.5%	6	34.2%	3
Alaska	55.58%	4	23.4%	3	26.1%	4
California	46.91%	5	17.9%	5	24.6%	7
Utah	42.91%	6	31.3%	1	8.8%	32
Texas	38.95%	7	15.9%	7	19.9%	12
Georgia	31.94%	8	4.5%	11	26.3%	4
Washington	31.23%	9	5.9%	10	23.9%	8
Colorado	28.62%	10	2.2%	13	25.8%	6
New Hampshire	21.25%	11	0.7%	17	20.4%	10
Idaho	20.95%	12	6.0%	9	14.1%	21
New Mexico	17.67%	13	7.4%	8	9.5%	29
Oregon	16.68%	14	1.1%	16	15.4%	18
Kansas	10.98%	15	1.9%	14	8.9%	31
Minnesota	10.72%	16	-4.9%	29	16.5%	14
Virginia	9.95%	17	-4.5%	27	15.1%	19
Hawaii	9.71%	18	0.5%	18	9.2%	30
Delaware	9.19%	19	-6.0%	32	16.1%	16
Maryland	8.87%	20	-10.1%	38	21.2%	9
North Carolina	8.56%	21	-6.0%	33	15.5%	17
Oklahoma	7.47%	22	-0.8%	20	8.4%	33
Vermont	6.33%	23	-3.6%	23	10.3%	26
South Carolina	4.64%	24	-1.4%	21	6.1%	35
Tennessee	4.35%	25	-5.4%	30	10.3%	27
Mississippi	3.60%	26	4.1%	12	-0.5%	44
Missouri	2.47%	27	-7.4%	36	10.7%	25
Wisconsin	2.33%	28	-8.7%	37	12.1%	23
Rhode Island	0.81%	29	-11.9%	39	14.5%	20
Nebraska	-0.05%	30	-5.6%	31	5.9%	36
Montana	-0.41%	31	-4.4%	26	4.2%	37
Illinois	-0.77%	32	-12.0%	41	12.8%	22
Arkansas	-1.27%	33	-4.0%	24	2.8%	41
North Dakota	-2.02%	34	0.1%	19	-2.1%	47
Connecticut	-2.07%	35	-18.5%	49	20.2%	11
New Jersey	-2.95%	36	-16.4%	48	16.2%	15
Alabama	-3.20%	37	-4.1%	25	0.9%	43
South Dakota	-3.55%	38	-4.9%	28	1.4%	42
Wyoming	-3.79%	39	1.7%	15	-5.4%	50
New York	-3.99%	40	-13.6%	44	11.1%	24
Louisiana	-6.18%	41	-2.2%	22	-4.1%	48
Kentucky	-6.58%	42	-6.9%	35	0.3%	44
Massachusetts	-6.60%	43	-20.3%	50	17.2%	13
Pennsylvania	-7.72%	44	-15.9%	47	9.8%	28
Maine	-8.15%	45	-6.2%	34	-2.1%	46
Michigan	-8.58%	46	-15.2%	45	7.9%	34
Indiana	-8.84%	47	-12.0%	40	3.6%	39
Iowa	-9.30%	48	-12.7%	42	3.9%	38
Ohio	-10.07%	49	-12.7%	43	3.1%	40
West Virginia	-25.09%	50	-15.7%	46	-11.2%	51
District of Columbia	-27.28%	51	-23.4%	51	-5.1%	49

Source: Author's Tabulations

TABLE 4.3 PUBLIC SCHOOL DISTRICTS AND ENROLLMENT, SIZE OF DISTRICT: 1994-1995 TO 1998-1999

Enrollment	1994-1995			1995-1996		
Size of District	Number of	Percent of	Percent of	Number of	Percent of	Percent of
Districts	Districts	Students	Districts	Districts	Students	Districts
Total	*14,772*	*100.00%*	*100.00%*	*14,883*	*100.00%*	*100.00%*
25,000 or more	207	1.40%	29.90%	216	1.50%	30.50%
10,000 to 24,999	542	3.70%	18.60%	553	3.70%	18.60%
5,000 to 9,999	996	6.70%	15.70%	1,013	6.80%	15.70%
2,500 to 4,999	2,013	13.60%	16.10%	2,027	13.60%	16.00%
1,000 to 2,499	3,579	24.20%	13.40%	3,554	23.90%	13.10%
600 to 999	1,777	12.00%	3.20%	1,777	11.90%	3.20%
300 to 599	2,113	14.30%	2.10%	2,104	14.10%	2.10%
1 to 299	3,173	21.50%	1.00%	3,123	21.00%	1.00%
size not reported	372	25.20%	0.00%	516	3.50%	0.00%

Note: Size not reported includes school districts reporting enrollment of 0. Detail may not sum to totals due to rounding.
Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data surveys.
(This table was prepared May 2000.)

1996-1997			1997-1998			1998-1999		
Number of Districts	Percent of Students	Percent of Districts	Number of Districts	Percent of Students	Percent of Districts	Number of Districts	Percent of Students	Percent of
14,841	*100.00%*	*100.00%*	*14,805*	*100.00%*	*100.00%*	*14,891*	*100%*	*100%*
226	1.50%	31.10%	230	1.6%	31.5%	236	1.6%	31.9%
569	3.80%	18.70%	572	3.9%	18.6 %	574	3.9%	18.6%
1,024	6.90%	15.50%	1,038	7.0%	15.5 %	1,026	6.9%	15.3%
2,069	13.90%	15.90%	2,079	14.0%	15.9 %	2,062	13.8%	15.7%
3,536	23.80%	12.70%	3,524	23.8%	12.5 %	3,496	23.5%	12.4%
1,772	11.90%	3.10%	1,775	12.0%	3.1 %	1,790	12.0%	3.1%
2,066	13.90%	2.00%	2,044	13.8%	2.0 %	2,066	13.9%	2.0%
3,160	21.30%	1.00%	3,165	21.4%	0.9 %	3,245	21.8%	1.0%
419	2.80%	0.00%	378	2.6%	0.0%	396	2.7%	0.0%

TABLE 4.4 STATES RANKED BY EDUCATIONAL FREEDOM

State	EFI 2001 Score	EFI 2001 Rank
Arizona	2.94	1
New Jersey	2.43	2
Delaware	2.40	3
Florida	2.39	4
Minnesota	2.37	5
Wisconsin	2.36	6
Texas	2.32	7
Missouri	2.26	8
Michigan	2.26	8
Oklahoma	2.23	10
Idaho	2.20	11
Colorado	2.16	12
Indiana	2.15	13
California	2.11	14
Maine	2.09	15
Oregon	2.06	16
New Hampshire	2.04	17
Nebraska	2.02	18
New Mexico	2.02	18
Kansas	1.96	20
Illinois	1.94	21
Pennsylvania	1.86	22
Louisiana	1.84	23
Connecticut	1.84	23
Vermont	1.83	25
Ohio	1.82	26
North Carolina	1.80	27
Washington	1.79	28
Montana	1.79	28
Wyoming	1.79	28
South Dakota	1.78	31
Arkansas	1.76	32
Iowa	1.76	32
New York	1.75	34
Georgia	1.68	35
Massachusetts	1.66	36
Mississippi	1.64	37
Alaska	1.62	38
South Carolina	1.59	39
Tennessee	1.53	40
Alabama	1.50	41
Virginia	1.47	42
Kentucky	1.44	43
North Dakota	1.43	44
Nevada	1.40	45
Maryland	1.37	46
West Virginia	1.36	47
Rhode Island	1.35	48
Utah	1.34	49
Hawaii	0.88	50

Source: The Manhattan Institute Center for Civic Innovation; 2001 Education Freedom Index; January 2002
Note: The educational freedom index was determined by averaging the score each state recieves on the amount of charter-school choice, subsidized private-school choice, home-schooling choice, and public-school choice.

TABLE 4.5 BASIC INFORMATION ON CHARTER SCHOOLS, BY STATE (THROUGH OCTOBER 2001)

State	Year Legislation Passed	Rank of Charter School Law	Charter School Law Grade	Number of Charter Schools	Number of Students Attending Charter School
Alaska	1995	32	D	16	1,965
Arizona	1994	1	A	437	69,884
Arkansas	1995	34	D	7	1,806
California	1992	11	B	350	134,425
Colorado	1993	9	B	88	24,352
Connecticut	1996	27	C	16	2,445
D.C.	1996	4	A	42	10,356
Delaware	1995	2	A	11	4,335
Florida	1996	8	B	182	38,313
Georgia	1993	22	C	46	24,999
Hawaii	1994	33	D	22	3,087
Idaho	1998	26	C	11	1,350
Illinois	1996	21	C	28	5,110
Indiana	2001	6	A	N/A	N/A
Kansas	1994	37	D	28	2,389
Louisiana	1995	25	C	26	5,925
Massachusetts	1993	7	A	43	13,911
Michigan	1993	5	A	188	61,148
Minnesota	1991	3	A	77	9,600
Mississippi	1997	38	F	1	334
Missouri	1998	15	B	21	4,838
Nevada	1997	28	C	9	1,636
New Hampshire	1995	31	C	0	0
New Jersey	1996	17	B	57	13,652
New Mexico	1993	20	B	21	3,287
New York	1998	10	B	32	7,008
North Carolina	1996	12	B	96	20,259
Ohio	1997	14	B	69	15,278
Oklahoma	1999	23	C	9	1,559
Oregon	1999	16	B	17	998
Pennsylvania	1997	13	B	78	26,746
Rhode Island	1995	35	D	6	823
South Carolina	1996	24	C	9	595
Texas	1995	19	B	214	53,263
Utah	1998	29	C	9	587
Virginia	1998	36	D	5	768
Wisconsin	1993	18	B	95	12,846
Wyoming	1995	30	C	0	0
Total				**2,366**	**579,877**

Source: Center for Education Reform, Charter School Laws Across the States, Ranking Score Card and Legislative Profiles, October 2001.

TABLE 4.6 RANKING OF CHARTER SCHOOL LAWS AND DETAILED SCORES FOR EACH STATE

State	2001 CER Grade	Year Law Passed	Number of Schools Allowed	Multiple Chartering Authorities	Eligible Charter Applicants	New Starts Allowed	School May be Started Without Evidence of Local Support
Arizona	A	1994	4.5	4.5	5	4.75	5
Delaware	A	1995	5	4	5	4.5	3.5
Minnesota	A	1991	5	4.5	5	4.75	3.5
District of Columbia	A	1996	4.5	4	5	4.75	3
Michigan	A	1993	4.5	4.5	5	4.75	5
Indiana	A	2001	5	4.5	4	4.75	3
Massachusetts	A	1993	3.3	3.5	4.3	4.5	4
Florida	B	1996	4	1.75	5	4.5	3
Colorado	B	1993	4.5	3	5	4.5	3
New York	B	1998	2.3	4	4	4.5	4
California	B	1992	5	3.3	5	4.75	3
North Carolina	B	1996	3	3	5	4.75	3
Pennsylvania	B	1997	5	1.75	5	4.5	3.5
Ohio	B	1997	3	3	5	4.5	5
Missouri	B	1998	2	3.5	4	3	4
Oregon	B	1999	3.25	1.5	5	3.5	5
New Jersey	B	1996	5	3	4	4.5	3
Wisconsin	B	1993	5	3.5	5	4.75	2.5
Texas	B	1995	3	3.25	4.25	4.75	3.5
New Mexico	B	1993	3.5	1.75	5	4.5	3
Illinois	C	1996	1.5	1.75	4	4.5	1
Georgia	C	1993	5	1.5	5	4.5	2.5
Oklahoma	C	1999	2	1	4	4.5	5
South Carolina	C	1996	5	1.75	4	4.5	2
Louisiana	C	1995	2	1.75	3.5	4.5	2
Idaho	C	1998	2.6	1.3	5	4.5	1
Connecticut	C	1996	1.5	2.5	1.5	4.5	1
Nevada	C	1997	2	1	2	4.5	5
Utah	C	1998	1.5	1.75	4	4.5	2.5
Wyoming	C	1995	5	1.75	5	4.5	2.5
New Hampshire	C	1995	5	0.5	3	2	0
Alaska	D	1995	2.3	1	5	5	1
Hawaii	D	1994	2	1	1	4.5	2
Arkansas	D	1995	2	2.5	2	4.5	2.5
Rhode Island	D	1995	1	1	2.5	4.5	0
Virginia	D	1998	1.6	1	2	4.5	2.5
Kansas	D	1994	1	1	4.5	4.5	1
Mississippi	F	1997	0	1	0	0	0

Source: Center for Education Reform, Charter School Laws Across the States; Ranking Score Card and Legislative Profiles, *October 2001*
Note. Individual scores based on a scale of 1-5; 1 being a weak law and 5 being a strong law. A strong law is one that fosters the development of numerous, genuinely independent charter schools.

Automatic Waiver from State and District Laws	Legal/ Operational Autonomy	Guaranteed Full Per-Pupil Funding	Fiscal Autonomy	Exempt from Collective Bargaining Agreement/ District Work Rules	Total	Rank 2001	Rank 2000
4.50	5	3.5	5	4.75	46.50	1	1
4.40	5	5	5	5	46.40	2	5
5.00	4.5	3.5	5	4.5	45.25	3	3
5.00	4.5	4.5	4.5	5	44.75	4	4
2.70	5	5	5	3	44.45	5	2
5.00	3	4	5	3	41.25	6	N/A
3.00	4.7	5	5	3	40.30	7	6
3.00	3.5	5	5	4.5	39.25	8	9
3.25	2.75	3.75	4.5	4.5	38.75	9	13
5.00	5	2.5	4	3	38.30	10	10
3.00	3	3	4	4	38.05	11	8
4.00	3	4.5	4	3	37.25	12	11
3.00	3	3	3.5	4.5	36.75	13	12
3.00	3	3.5	3	3	36.00	14	23
4.00	3.5	4	4	4	36.00	15	14
2.50	3	2.5	2.5	4.25	33.00	16	16
1.00	2	2	5	3	32.50	17	17
2.50	2.5	2	1.8	2.5	32.05	18	19
0.00	2	3	3	4	30.75	19	7
2.00	2.75	3	2	2.50	30.00	20	30
3.00	3	3	3.5	4	29.25	21	20
4.00	1	2	2	1.5	29.00	22	22
2.50	1	2	3	4	29.00	23	18
2.50	2	2	2	3	28.75	24	15
2.50	1	3	4.5	1.5	26.25	25	24
4.30	0	3	1	1	23.70	26	25
2.50	0.5	3.5	3	2.5	23.00	27	27
2.50	1.5	3.5	1	0	23.00	28	26
0.60	1.6	0.3	1	4	21.75	29	28
0.50	0	1.5	1	0	21.75	30	32
4.00	2	0	0	5	21.50	31	21
0.00	0	3.5	1	0	18.80	32	39
4.50	0.5	1.5	1	0	18.00	33	31
0.00	0	1.5	0	0	15.00	34	34
0.50	0.5	3.5	1.5	0	15.00	35	33
0.50	0.5	0.5	0	0	13.10	36	35
0.50	0	0.5	0	0	13.00	37	36
1.30	0	0	0	0	2.30	38	37

TABLE 4.7 ENROLLMENT IN CHARTER SCHOOLS COMPARED TO PUBLIC SCHOOLS

	Type of School	Number of schools	Estimated percentage of all students for free or reduced price lunches	Percentage White
Alaska	charter schools	10	7.0%	81.6%
	all public schools	482	25.7%	63.1%
Arizona	charter schools	118	39.4%	56.1%
	all public schools	1,281	40.1%	56.7%
California	charter schools	115	35.4%	48.1%
	all public schools	7,980	42.4%	39.5%
Colorado	charter schools	46	18.1%	77.9%
	all public schools	1,468	27.8%	72.0%
Connecticut	charter schools	11	49.6%	27.0%
	all public schools	1,023	22.8%	71.7%
Florida	charter schools	29	37.7%	51.8%
	all public schools	2,789	43.9%	56.7%
Georgia	charter schools	17	29.4%	72.6%
	all public schools	1,798	40.6%	57.9%
Illinois	charter schools	6	88.5%	16.6%
	all public schools	4,171	30.8%	63.0%
Louisiana	charter schools	6	74.3%	32.2%
	all public schools	1,468	59.3%	50.5%
Massachusetts	charter schools	19	45.1%	47.2%
	all public schools	1,810	25.6%	77.9%
Michigan	charter schools	92	34.1%	49.9%
	all public schools	3,002	28.7%	83.3%
Minnesota	charter schools	25	52.5%	52.6%
	all public schools	1,785	26.8%	86.4%
New Jersey	charter schools	4	43.1%	29.3%
	all public schools	2,278	28.3%	62.5%
New Mexico	charter schools	4	30.1%	39.8%
	all public schools	729	49.6%	38.6%
North Carolina	charter schools	27	40.1%	42.6%
	all public schools	1,997	36.5%	63.9%
Pennsylvania	charter schools	4	69.3%	27.1%
	all public schools	3,110	31.1%	80.2%
Texas	charter schools	28	68.7%	12.9%
	all public schools	6,875	46.1%	45.6%
Wisconsin	charter schools	17	27.6%	73.6%
	all public schools	2,092	24.9%	82.7%

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data Survey 1996-97 Early Release Files and Department of Education, The State of Charter Schools Third-Year Report — May 1999.
Note: These figures represent the most recent available data. Please see the original source for additional information.

Percentage Black	Percentage Hispanic	Percentage Asian Pacific Islanders	Percentage Amer. Indian Alaskan Natives	Percentage Other
2.3%	1.1%	3.2%	11.6%	0.2%
4.7%	2.9%	4.5%	24.8%	
9.8%	18.6%	1.3%	13.8%	0.4%
4.3%	30.1%	1.8%	7.1%	
10.2%	31.7%	6.5%	1.8%	1.7%
8.7%	39.7%	11.2%	0.9%	
5.7%	13.0%	2.2%	1.2%	0.0%
5.5%	18.8%	2.6%	1.1%	
49.7%	22.9%	0.1%	0.3%	0.0%
13.5%	11.9%	2.6%	0.3%	
41.3%	4.9%	1.2%	0.7%	0.1%
25.4%	15.9%	1.8%	0.2%	
18.8%	4.9%	2.4%	0.2%	1.1%
37.7%	2.6%	1.7%	0.1%	
60.5%	22.5%	0.2%	0.2%	0.0%
21.1%	12.7%	3.1%	0.1%	
64.8%	1.1%	0.6%	0.9%	0.4%
46.4%	1.2%	1.3%	0.6%	
27.1%	19.3%	1.1%	0.4%	4.9%
8.5%	9.4%	0.4%	0.2%	
42.8%	3.8%	0.9%	2.4%	0.2%
11.1%	2.9%	1.7%	1.0%	
23.6%	2.0%	13.0%	7.9%	0.9%
5.2%	2.2%	4.2%	2.0%	
30.1%	35.5%	5.1%	0.0%	0.0%
18.5%	13.5%	5.3%	0.2%	
3.9%	43.9%	2.5%	9.9%	0.0%
2.4%	47.5%	1.1%	10.5%	
53.1%	1.4%	0.3%	1.8%	0.8%
30.8%	2.3%	1.5%	1.5%	
67.7%	3.8%	1.4%	0.0%	0.0%
14.2%	3.7%	1.8%	0.1%	
26.9%	58.1%	1.2%	0.0%	0.9%
14.3%	37.4%	2.4%	0.3%	
19.4%	3.1%	3.1%	0.7%	0.1%
9.6%	3.5%	2.9%	1.3%	

Chapter 5: Conclusion

The results of the year's *Report Card on American Education* once again paint a relatively unpromising picture our nation's educational system. As has been highlighted in past editions, and once again confirmed by this year's results, we can not expect student academic performance to improve by simply focusing on the "inputs" into our existing public school system (spending more money per pupil, lowering class sizes, and raising teacher salaries).

Parents, growing increasingly frustrated with stagnant student achievement, are questioning why, despite a 22.6 percent increase in student spending over the past twenty years, there has been no corresponding increase in student test scores.

Parents are demanding solutions to these challenges and are looking to legislators to make changes in our public school system. Although much attention in Washington has been focused on the problems in our educational system, it is a system run largely by state and local governments. In the coming years, the majority of the debate – and prospects for real reform – will take place in our nation's state capitols.

State legislators and policy makers need to use this report – and its more than 90 tables and 25 figures that display, in various ways, more than 100 measures of educational resources and achievement – as a "jumping off" point to move the current debate past the traditional focus on educational inputs. Many states have already taken the first steps in advancing new and innovative educational initiatives like charter schools, tax credits, and educational vouchers that will increase accountability, choice and competition in our school system.

State lawmakers must play a critical role in determining the path that our nation's educational system will follow as we enter the 21st century. Will we continue down the same road that has condemned a generation of students to mediocrity, or will we look for a new way that will lead to educational achievement and excellence for all children? Albert Einstein once said, "The definition of insanity is doing the same thing over and over and over and over again, but expecting a different result." Let's choose a new path for our nation's children. One that will lead to serious fundamental reform in our educational system and real progress in student performance. A path that will give all students an equal chance at success.

Appendix A: Methodology and Technical Notes

Executive Summary

Table A.1 ranks the fifty states and the District of Columbia based on a measure of academic achievement devised by the authors. The underlying performance measures are average test scores on the SAT in 2001, the ACT Assessment in 2001, and the percent of eighth graders in each state performing at or above the "proficiency" level on the NAEP 8th grade math test in 2000. Specifically, each of the 39 states participating in the 2000 NAEP 8th grade math test was ranked from one to 39, with one being awarded to the state with the highest average test score (Minnesota) and 39 being awarded to the state with the lowest average test score (Mississippi). Similarly, the 24 states and the District of Columbia in which the SAT was the dominant standardized test were ranked from one to 25 based on average test results. Finally, the 26 states in which the ACT Assessment was the dominant test were ranked from one to 26.

Next, each state's rank in each category was divided by the total number of states in that category to obtain a scaled measure of achievement. For example, Connecticut ranked seventh in average SAT scores. Thus, Connecticut's rank of eight was converted to a scaled "rank" of 0.28 (seven divided by 25). Finally, the total scaled ranks for each state were summed and divided by the number of tests in which the state was ranked to obtain an average scaled rank for each state. The lower a state's scaled rank, the higher the level of that state's educational achievement, as measured by average performance on the NAEP, SAT, and ACT. These average scaled ranks are recorded in table A.1 and employed in the second regressions in Chapter Four under the variable name, "RANKED" (see below). The individual rankings and scaled rankings for each state are recorded in table ES.1.

Chapter 4

Two basic regressions were conducted for this study. The first regression tests the correlation between educational inputs and outputs from state to state during the 1998-99 school year. The hypothesis tested was that higher academic achievement is affected by the number of schools per district, students per school, pupil-to-teacher ratio, per pupil expenditures, percentage of funds received from the federal government, and average instructional staff salaries. Median household income and public school enrollment as a percentage of total school age population were held constant across states to highlight the influence of the other variables. Specifically, the first regression equation measured[11] was:

Ln(RANKED) = a 1 C + a 2 Ln(STUDPERSCHOOL) + a 3 Ln(SCHOOLPERDIST) + a 4 Ln(STUDPERTEACH) + a 5 Ln(FEDFUNDS) + a 6 Ln(PERPUPEXPEND) + a 7 Ln(STAFFSALARY) + a 8 Ln(PUB_POP) + a 9 Ln(INCOME)

Using ordinary least squares (OLS) where,

RANKED = measure of educational achievement as defined in table A.1;

STUDPERSCHOOL = students per school, 1999-00;

SCHOOLPERDIST = schools per district, 1999-00;

STUDPERTEACH = pupil to instructional staff ratio, 1999-00;

FEDFUNDS = percent of total funds received from the federal government, 1999-00;

PERPUPEXPEND = per pupil expenditures, 1999-00;

STAFFSALARY = average instructional staff salary, 1999-00;

PUB_POP = public school enrollment as a 5 of total school age population, 1999-00;

and

INCOME = median family income,1999-2000.

The specific regression results are displayed in table A.2. Generally,

- ✓ The regression indicates a very slight degree of support for the hypothesis that some of the basic measures of educational inputs included account for some of the variation in education achievement from state to state. Specifically, the variables included account for about 56 percent of the difference in student achievement across states. This conclusion, however, is relatively weak by statistical standards.
- ✓ Keeping in mind the relative weakness of the general results of this regression, certain variables do have a marginal impact on educational achievement, holding all others constant. Specifically, the regression indicates that there is a negative relationship between the number of students per school and academic achievement. In other words, the regression equation estimates that a fewer number of students per school will result in greater academic achievement.
- ✓ The regression also indicates a negative relationship between the percentage of total funds a state receives from the federal government and academic achievement. In other words, greater federal funding results in poorer academic achievement.
- ✓ Finally, the regression indicates a positive relationship between a decreasing number of pupils per teacher and academic achievement. In other words, fewer students per teacher seems to create a better environment for learning.

These conclusions are the only three that can be drawn assuming a confidence level of 95 percent. These results generally support the conclusions drawn from the diagrams in Figures 3.1 through 3.18.

The second basic regression employed in this study tested the influence of changes in educational inputs, over the past two decades, on changes in SAT scores, by state. The hypothesis tested was that increased SAT scores between 1981 and 2001 were positively associated with increased per pupil expenditures, increased teacher salaries, decreased number of schools per district, decreased students per school, and decreased pupil-to-teacher ratios. Specifically, the second regression equation measured was:

SATCHANGE = a 1 C + a 2 (PERPUPCHANGE) + a 3 (STAFFSALCHANGE) + a 4 (SCHOOLDISTCHANGE) + a 5 (STUDSCHOOLCHANGE) + a 6 (PUPTEACHCHANGE)

Using ordinary least squares (OLS) where,

SATCHANGE = % change in average SAT score, 1981-2001;
PERPUPCHANGE = % change in per pupil expenditures, 1979/80-1999-00;
STAFFSALCHANGE = % change in teacher salaries in constant 1999 dollars, 1979/80-1999/00;
SCHOOLDISTCHANGE = 5 change in average schools per district, 1979/80-1999/00;
STUDSCHOOLCHANGE = % change in average students per school, 1979/80-1999/00;
PUPTEACHCHANGE = % change in pupil-to-teacher ratio, 1979/80-1999/00.

Testing for the relationship between changes over time in educational inputs, and the impact of these changes on outputs, is not only interesting by itself, but also an additional check on the findings of the first regression. For example, given the results of the first regression, one would expect to see a correlation between improved SAT test scores over the past two decades and a decrease in the number of students per school. If this correlation does not hold, then the findings of the first regression are weakened. The specific results of the second regression are displayed in Table A.3. Generally,

- ✓ The regression results indicate that changes in none of the measures of educational input, taken individually and holding the others constant, leads to greater educational achievement.

- ✓ Moreover, the hypothesis, in its entirety, is rejected completely. In other words, the regression results indicate that a positive change in SAT scores is not explained by changes in these measures of educational inputs taken together.

The results of this regression analysis appear to contradict the general conclusions drawn from the diagrams in Figures 4.19 through 4.24. This can be explained by the large amount of variation among the experiences of the various states over the past two decades. *In other words, after accounting for variance (as the regression does, but not the diagrams), the relationship between changes in average SAT scores and per pupil expenditures, teacher salaries, teacher salaries as a percentage of total expenditures, number of schools per district, students per school and pupil-to-teacher ratios, is statistically insignificant.* It can be concluded that factors other than those described above explain why some states experienced an increase in average SAT scores and others experienced a decline over the past two decades.

Moreover, the lack of a correlation between changes in educational inputs and outputs over the past two decades further weakens the conclusions drawn from the first regression. One explanation for the apparent contradiction between these regression results may be that certain states have historically had a fewer number of students per school, received a smaller percentage of their overall budget from the federal government, and/or maintained a relatively large pupil-to-teacher ratio. Changes over time in these variables in other states may not have been enough to overcome these pre-existing differences.

Another, more likely—given the relative weakness of both regressions—reason for the apparent contradiction between these tests is that factors other than those measured in this analysis are responsible for variations in educational achievement across state lines. If this is true and these actual determinants of educational success are proxied by inputs that are measured and are significant in the first regression—students per school, pupil-to-teacher ratios, and percentage of funds received from the federal government—then the impact of these true factors will be missing in the second regression. For example, the level of federal mandates, (not directly measured in this study) may have a real impact on educational success. At any point in time, the level of federal mandates may be proxied by the percentage of a state's total education budget received from the federal government. Thus, the first regression (a snapshot of the 1998-99 school year) may capture the real impact of federal mandates by measuring the amount of a state's total budget received from the federal government. If (as is the case) federal mandates in education, however, have been rising in general over the past twenty years, then even if a state reduces the percentage of its budget provided by the federal government, the level of mandates may have increased. Thus, the second regression will not capture the true determinant of education achievement, federal mandates. This hypothesis is strengthened by the fact that even when controlling for federal programs aimed at low-income students the level of federal funding received by a state negatively affects a state's educational achievement.

TABLE A.1 RANKING OF STATES BY ACADEMIC ACHIEVEMENT, WITH COMPONENT RANKINGS

STATE	NAEP rank	Scaled rank	SAT rank	Scaled rank	ACT rank	Scaled rank	Average scale rank	total rank
Wisconsin					1	0.04	0.03846	1
Washington			1	0.04			0.04000	2
Minnesota	1	0.03			3	0.12	0.07051	3
Iowa					2	0.08	0.07692	4
Montana	2	0.05			4	0.15	0.10256	5
Kansas	3	0.08			6	0.23	0.15385	6
New Hampshire			4	0.16			0.16000	7
Massachusetts	5	0.13	5	0.2			0.16410	8
Oregon	11	0.28	2	0.08			0.18103	9
Nebraska	11	0.28			5	0.19	0.23718	10
Alaska			6	0.24			0.24000	11
Vermont	5	0.13	9	0.36			0.24410	12
Connecticut	10	0.26	7	0.28			0.26821	13
Maine	3	0.08	13	0.52			0.29846	14
Wyoming	16	0.41			6	0.23	0.32051	15
North Dakota	5	0.13			14	0.54	0.33333	16
Ohio	5	0.13			14	0.54	0.33333	16
Colorado					9	0.35	0.34615	18
South Dakota					9	0.35	0.34615	18
Indiana	5	0.13	15	0.6			0.36410	20
Illinois	16	0.41			9	0.35	0.37821	21
Maryland	19	0.49	8	0.32			0.40359	22
Arizona	27	0.69	3	0.12			0.40615	23
Missouri	23	0.59			6	0.23	0.41026	24
New Jersey			11	0.44			0.44000	25
Utah	21	0.54			9	0.35	0.44231	26
Virginia	16	0.41	12	0.48			0.44513	27
Idaho	14	0.36			14	0.54	0.44872	28
Michigan	14	0.36			17	0.65	0.50641	29
New York	19	0.49	15	0.6			0.54359	30
Nevada	29	0.74			9	0.35	0.54487	31
North Carolina	13	0.33	21	0.84			0.58667	32
Delaware			15	0.6			0.60000	33
Rhode Island	24	0.62	15	0.6			0.60769	34
California	34	0.87	10	0.4			0.63590	35
Oklahoma	25	0.64			18	0.69	0.66667	36
Texas	21	0.54	21	0.84			0.68923	37
Hawaii	32	0.82	14	0.56			0.69026	38
West Virginia	27	0.69			20	0.77	0.73077	39
Kentucky	25	0.64			22	0.85	0.74359	40
Pennsylvania			19	0.76			0.76000	41
Florida			20	0.8			0.80000	42
Alabama	34	0.87			20	0.77	0.82051	43
Arkansas	36	0.92			19	0.73	0.82692	44
Georgia	30	0.77	23	0.92			0.84462	45
South Carolina	30	0.77	24	0.96			0.86462	46
Tennessee	32	0.82			24	0.92	0.87179	47
New Mexico	37	0.95			22	0.85	0.89744	48
Louisiana	38	0.97			25	0.96	0.96795	49
District of Columbia			25	1			1.00000	50
Mississippi	39	1.00			26	1.00	1.00000	50

Table A.2

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%
Intercept	18.59	8.47	2.19	0.03	1.49	35.69
LN(Students per School)	1.48	0.43	3.47	0.00	0.62	2.35
LN(Schools per District)	0.08	0.15	0.51	0.61	-0.22	0.38
LN(Students per Instructor)	-2.57	0.96	-2.67	0.01	-4.51	-0.63
LN(Percent of Funding from Feds)	1.00	0.41	2.47	0.02	0.18	1.82
LN(Per Pupil Expenditures)	-1.11	0.75	-1.49	0.14	-2.62	0.39
LN(Average Instructional Staff Salary)	0.76	1.25	0.61	0.55	-1.76	3.27
LN(Public School Enrollment as % of School Age Population)	0.52	2.07	0.25	0.80	-3.65	4.69
LN(Income)	-1.25	0.94	-1.33	0.19	-3.14	0.65
Regression Statistics						
R Square	0.56					
Adjusted R Square	0.47					
Standard Error	0.65					
Observations	51					

Table A.3 Equation Two

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.01	0.01	0.73	0.47	-0.02	0.03	-0.02	0.03
Change in Per Pupil Expenditures	0.01	0.02	0.34	0.74	-0.04	0.06	-0.04	0.06
Change in Avg. Instructor Salary	0.06	0.05	1.38	0.18	-0.03	0.16	-0.03	0.16
Change in Schools per District	-0.02	0.02	-1.17	0.25	-0.06	0.02	-0.06	0.02
Change in Students per School	0.00	0.00	-0.44	0.66	0.00	0.00	0.00	0.00
Change in Pupil to Instructor Ratio	-0.06	0.07	-0.80	0.43	-0.20	0.09	-0.20	0.09
Regression Statistics								
Multiple R	0.43							
R Square	0.18							
Adjusted R Square	0.09							
Standard Error	0.04							
Observations	51.00							

Appendix B: Bibliography

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APPENDIX C: ENDNOTES

1 – "Lifetime Earning Soar with Education," http://usgovinfo.about.com/library/weekly/aa072602a.htm.

2 – National Center for Education Statistics, The Nation's Report Card: Mathematics 2000, August 2, 2001.

3 – This result is more evident in the aggregate SAT data. However, underlying ACT data does support this theory. For example, ACT, Inc. reports average test scores by state and by whether or not a student has completed a core set of high school courses (See Table 2.4). In 45 states and the District of Columbia those students who have completed a core curriculum are more likely to take the ACT than those who have not completed the core courses. In all 50 states and the District of Columbia those students completing the core group of courses scored higher, on average, than those not completing the core course. If one assumes that those students who have completed a core curriculum and score higher on the ACT are more likely to apply to selective colleges than students who have not completed the core and do not score as highly, then the theory is supported.

4 – Historical data is not available for either the ACT Assessment or the NAEP tests.

5 – It is important to remember that these diagrams do not include a cause-effect relationship. They simply demonstrate a general correlation between two statistical characteristics. Thus in the case of figure 3.4 it is impossible to infer that fewer students per school causes higher scores. Figure 3.4 merely indicates that there is a general negative relationship between the number of students per school and SAT scores. Second, it is important to note the distance of individual points on a diagram from the trend line. This is known as the variance. If a diagram shows a great deal of variance then it is generally assumed that the underlying correlation of the two variables is weaker than if the variance were low.

6 – The graphs that highlight the relationship between SAT scores and schools per district (figure 3.7) and NAEP scores and schools per district (figure 3.9) do not include Hawaii or the District of Columbia as these two jurisdictions contain only one school district and therefore make the underlying relationship more difficult to see. However, it is important to note that including the District and Hawaii would not change the actual relationships.

7 – For a more thorough and technical explanation of these tests please see Appendix A, "Methodology and Technical Notes."

8 – The results of these statistical tests are supported by the conclusions drawn from figures 3.1 through 3.6 and 3.16 through 3.18.

9 – U.S. Department of Education, National Center for Education Statistics, Common Core of Data Surveys and State Public Elementary and Secondary Enrollment Model; prepared June 2000.

10 – Center for Education Reform, Charter School Laws Across the States; Ranking Score Card and Legislative Profiles, October 2001.

11 – The authors used the data analysis tools in Microsoft Excell 2000 to complete the regressions in this study. The data series are exactly those presented in the text and tables of the study.

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